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A series pursues role theory, role of the public school teacher, and the relationships between teacher role and the problems of teacher recruitment. Prior acquaintance is assumed with "Volume I - Orientation, Methods and Materials." The immediate study is concerned with the stereotypes held by persons in a metropolitan community and by college students for the role of the public school teacher. The objects are to develop role theory as a sophisticated system of analysis in social psychology, to state empirically the role of the public school teacher, and to explore relationships between teacher role and the problems of teacher recruitment.

Respondents gave their reactions to teachers in specified settings, in social situations in school settings, and indicated traits and behaviors expected in teachers.

Findings present many teacher stereotypes dominated by concern for teacher-pupil relationships. In contrast, behaviors focus upon instruction. The two gestalten focus upon classroom control. Evidence concludes that respondents feel teachers are more likely to sin by omission than by commission. There are well-entrenched stereotypes of the teacher which educators should know and plan for. In terms of recruitment, conservative norms for public behavior by teachers continue but are becoming more liberal. Peculiarly, community respondents avoid mention of the primary teacher task-instruction. Perhaps Americans expect teachers to possess maximum standards of instructional ability to such an extent that this characteristic is assumed. References and an appendix are included.

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General Characteristics of the School Teacher's Role

by

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Volume 2 - Studies in the Role of the Public School Teacher

Social Psychology Laboratory
The University of Missouri
Columbia
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Conducted under Contracts with the Cooperative Research
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at
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GENERAL CHARACTERISTICS
OF THE SCHOOL TEACHER'S ROLE

by

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Volume 2 - STUDIES IN THE ROLE OF THE PUBLIC SCHOOL TEACHER

Social Psychology Laboratory
The University of Missouri
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November, 1963

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FOREWORD

In July, 1958, a program of research on the role of the public school teacher was inaugurated at The University of Kansas City. This program has had three broad objectives:

1. To pursue role theory and aid in its development as a sophisticated system of analysis in social psychology.
2. To study extensively and empirically the role of the public school teacher.
3. To explore the relationships between teacher role and the problems of teacher recruitment.

These objectives have required a variety of activities. To date, staff members have engaged in: (a) The development of a consistent set of terms and distinctions applicable to role theory; (b) The systematic review of the published literature on role theory and on empirical studies of educational roles; (c) The development of a methodology applicable to the study of roles; and (d) The collection of interview data from respondents in the Kansas City metropolitan area in three field studies covering aspects of the role of the public school teacher.

In part, this research program has been supported by the Cooperative Research Program of the Office of Education, Department of Health, Education, and Welfare through two research contracts, one granted to the University of Kansas City and one granted to the University of Missouri to which the project moved in September, 1960. Additional support of the program is now being provided by the Office of Naval Research (Group Psychology Branch).

This volume is one of several which are submitted to the Cooperative Research Program as a Final Report. It is concerned with the stereotypes held by persons in a metropolitan community for the role of the public school teacher. Each chapter of the volume provides data on a different type of cognition reported by respondents. We are able to isolate elements of teacher role which appear throughout these differing types of data and also elements which appear uniquely. These findings are then interpreted for both role theory and the role of the public school teacher.

Other Final Report volumes are also available from this research program. These are organized into two series. The numerical series deals with findings from our empirical investigations of teacher role in Kansas City. The alphabetic series is concerned with role theory, methods and bibliographic reviews. A general outline of reports, either already available or in preparation, is provided in Figure i.i on the following page.

Some materials within this volume will assume a prior acquaintance with Volume 1 - Orientation, Methods and Materials (see Figure i.i). Whereas the casual reader will find that this volume may be read for findings and interpretation, the serious reader who is concerned with methods, assumptions and samples is urged to acquire a prior familiarization with Volume 1. Or better yet, to keep it handy while reading this volume.

Bruce J. Biddle
Howard A. Rosencranz
Earl F. Rankin, Jr.
January, 1963.

Initial distribution of this report has been made to the Cooperative Research Program of the Office of Education, Department of Health, Education, and Welfare; and copies of it may be obtained on loan from depository libraries of the program.

Additional copies may be purchased from the University of Missouri Press, Building T-2, The University of Missouri, Columbia, Missouri.

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GENERAL OUTLINE - STUDIES IN THE ROLE OF THE PUBLIC SCHOOL TEACHER

Series I - THEORETICAL, METHODOLOGICAL AND BIBLIOGRAPHIC STUDIES

A - Role Theory and the Methods of Role Analysis

B - Bibliographies on Role Terms, Role Conflict, and the Role of the Teacher

C - A Program for the Processing of Ordinal Data and Computation of Significance for Selected Central Tendency Differences

D - Bibliographies on Role Methodology and Propositions

Series II - EMPIRICAL REPORTS

1 - Orientation, Methods and Materials

2 - General Characteristics of the School Teacher's Role

3 - Positional Differences in Teacher Role

4 - Role of the Teacher and Occupational Choice

5 - Own and Attributed Cognitions for the Teacher

6 - Teacher Perception and Resolution of Role Conflict

Figure i.1

CHAPTER I

INTRODUCTION

The social psychological phenomena of stereotypic imagery are of recurring interest to behavioral scientists. Coinage of the term, "stereotype", has been credited to Walter Lippmann in the 1920's 12/; and extensive use of it can be found in both the literature on prejudice 10/ and occupations 10, 13, 14, 15, 1 In the majority of these uses, "stereotypes" are held for a minority racial, religious or occupational group and are either faintly derogatory in tone or presumed to lie behind attitudes of prejudice. Unfortunately, little theoretical extension has been made of this basic concept.

Gordon Icheiser 11/ is one of the few observers who suggests that a more precise definition and description of this perceptual mechanism resides in the recognition that stereotypes: (1) are not necessarily "affect laden," and (2) are not necessarily discriminatory. Rather, stereotypic imagery results from a compulsive need for human beings to organize their perceptual world so that stimuli -- particularly social stimuli -- can be encompassed in a systematic, generalizing, economical manner.

It is useful to add two additional dimensions to those pointed out by Icheiser. (3) A third aspect of the stereotype relates to the accuracy or veridicality of the impressions formed. It would be unnecessarily restrictive, and often wrong, to assume that stereotypes represent only erroneous impressions. Yet early research on prejudice usually made this assumption. (4) A fourth aspect of stereotype is the level of abstraction at which it is made. Stereotypes may be held for whole populations or for sub-classes of these groups. For instance, stereotypes may be held for Negroes, Catholics, or teachers-in-general; or, alternately, for Negro farmers, Catholic clergy or music, English or female teachers.

From another point of view, stereotypes are a major component of role. Focusing upon the teacher, stereotypes are held in common for behaviors, traits and other characteristics of teachers which spell out what -- for the average respondent -- teachers are expected and supposed to do. Ignored are the idiosyncratic roles held by the few -- those whose views of the teacher are at odds with others in the community. Equally bypassed are specific stereotypes held for music, English, or female teachers. Stereotypic roles may focus, however, upon any imaginable teacher characteristic and should represent both anticipations and standards for teacher characteristics.

The focus of this volume, then, is upon components of teacher role which are stereotypic. Data to be presented were gathered from representatives of a number of groups in a metropolitan community. Respondents, who were teachers, parents, pupils, school board members, and school administrators, represented a group with demonstrated concern for public school matters. In this volume we take up the assessments and values held for the teacher which were common to all of these groups. Occasionally we shall also contrast the community stereotype with that of related groups of college students. As a rule, each of the subsequent chapters (except the last) deals with stereotypes to be found in a certain type of data. The last chapter summarizes our findings from the entire volume.

Summary of Distinctions

A brief summary of distinctions used in the study of public school teacher role in this volume is given here for the casual reader. The more serious student is referred to Volume A 2/ of the series for an extended discussion of these concepts.

Expectations and Norms. An expectation is a belief concerning the characteristics most likely to be manifested by a person or a position (a group of persons). For example, one might believe teachers behave appropriately or that few or many teachers are kind or considerate. Expectations give no information relevant to the values people hold for reported characteristics. Expectations may not provide information relevant to actual behaviors unless it is assumed that the reported expectation is veridical.

A norm is a value oriented cognition about the characteristics of a person or position. One might feel that teachers should be firm or behave appropriately. Norms may be positive or negative. The example above is illustrative of a positive norm while the expression, "teachers should not discipline too harshly" is an example of a negative norm. Norms do not provide information about the beliefs people hold nor do they, any more than expectations, tell us about the actual teacher characteristics.

The study of expectations should provide information about the beliefs which people hold about teachers, and we may assume that in the absense of direct perceptual information people are more or less forced to behave toward others in terms of their ideas about the world. The study of norms should provide information relevant to the standards people hold for teachers and about issues of morality considered relevant or important for the teacher position. It is assumed that norms (both positive and negative) and expectations are basic aspects or components of the teacher role held both by teachers themselves and by members of other positions connected with the educational system.

Levels of Cognition. Norms and expectations may be jointly referred to as own cognitions. Own cognitions are those cognitive elements assumed to lie within the structures of social actors which are attributed by actors to themselves and which may be reported when actors become respondents.

We differentiate between own and attributed cognitions, the latter consisting of role elements attributed by actors to others. For example, the statement "superintendents expect too much from teachers," is an expectation attributed by a respondent to the position of superintendent. Own and attributed cognitions may be held simultaneously by the individual and may or may not coincide. Areas of disparity between own and attributed cognitions provide valuable information relevant to positional differences, cognitive dissonance, ignorance, stereotypes, and the like. Areas of disparity between attributed cognitions and the own cognitions held by the other (after which the attributed cognitions were modeled) have similar utility in predicting role conflict and system disruption.

Characteristics of Teachers. Several characteristics of teachers, about which cognitions may be held, may be distinguished. Behaviors, features, traits, imputed cognitive structures, historical events, and presence in backgrounds are treated here as distinct characteristics. Behaviors refer to overt actions being carried out by a teacher. Behaviors are transitory, volitional, molar, and may or may not be directed toward others in the immediate vicinity. A behavior is always a description of what the teacher is doing and may vary in molarity from a broad, inclusive behavior, such as "teaching" to a specific behavior such as "reading a book." Behaviors change rapidly from situation to situation, and it is safe to assume the teacher will not only behave differently as situations change but that cognitions held for teachers will also reflect the influence of changing situations. A number of behavioral dimensions may be noted including actions, manners, instruments, goals, and the like (see Chapter VI).

Cognitions may also be held for teacher characteristics that are relatively permanent, non-volitional, and non-directed. People have no control over such things as age, sex, and skin color, but cognitions may still be held concerning such characteristics. Such aspects of persons are termed features, and together with behaviors are assumed to constitute the role of the teacher on the overt level.

Additional distinctions pertaining to teacher characteristics should be made for cognitions held about teachers. Although it is easy to demonstrate radical changes in behaviors as a person goes from one situation to another, certain behaviors are cognized by people as though they were independent of situations. For example, people refer to teachers as lazy, kind, or adequate. Such specifications are termed traits and may be defined as any cognitively identified aspect of a person or position which is presumed independent of situation or background. There are several types of traits. Features may be treated as traits. So may frozen patterns of behaviors such as are exemplified in the statement, "teachers talk all the time." Attitudes, abilities, imputed cognitive structures and other abstractions which are treated by respondents as standing behind teacher behavior may also be considered traits. Historical events, such as country of birth, or status in a school may also be dealt with as traits.

Backgrounds. The majority of cognitions held for teachers tend to locate the teacher in a background or situational context. Barker and Wright 10 / have shown that physical settings, social situations, position sets and purposes attract certain classes of people and also appear to generate patterns of behavior in those who enter them. Teachers are found in a variety of physical settings such as the playground, halls, and athletic fields; and it can be assumed that behavior patterns of both teachers and pupils will vary depending upon setting. Social situations, such as spelling lessons, music periods, or study halls may also be expected to generate characteristic patterns of behavior. Time of day, positional affiliation of persons present, and serialized patterns of social interactions with a situation may also be expected to partially determine patterns of teacher behavior. It is safe to assume that background influences overt behavior, and it may be assumed that some cognitions held about characteristics and behaviors of teachers also depend upon background specification. These issues are explored additionally in Chapters II, III, and VI.

Frameworks. The term framework defines a scaled content area which is used by an observer or participant to judge the characteristics of another. When content areas are selected by respondents to describe a position, it can be assumed that such content is a salient aspect of the respondent's cognitive structure. When many observers report usage of the same framework, such content should be given careful consideration. Thus in this volume we shall be concerned both with the stereotypic choice of content areas used to describe teachers and with cognitive distributions of norms and expectations held and attributed for teachers using given content areas. As used here content frameworks are assumed to consist of a scale of mutually exclusive points into which characteristics of the teacher may be mapped.

Person Distinctions. The above discussion suggests a series of terms for use in distinguishing persons from one another. In our usage, a subject is any person who holds a cognition. When he reports on that cognition he becomes a respondent, while if he remains in the situation he is generally considered an actor. An object is a person about whom cognitions are held (always the teacher position in this volume). A target is a person towards whom the behavior of an object is directed. An audience member is a person who is capable of observing object behavior but who is, himself, neither an object nor a target. One who observes object or actor behavior is known as a social observer whether he is an audience member or a trained behavioral observer. Finally, another person to whom cognitions are attributed by a subject is known as a sentient object. (It should be stressed that three distinct persons are involved in the statement of an attributed cognition; the subject whose cognitions are under study, the sentient object to whom are attributed cognitions, and the object upon whose characteristics the cognitions are focused.)

We also distinguish between single persons and groups of persons who are jointly termed a position. Distinctions among subject positions are generally ignored in this volume. A single object position (that of teacher) is under study. Sentient object positions will be differentiated in those chapters which deal with attributed cognitions.

The Three Studies

Data reported in this volume were collected in three separate field studies known, respectively, as the Pilot Study, Background Study, and Role Study. Detailed explanations of the design, methodology, forms, and analysis procedures for these studies may be found in Volume 1 of this series 3 /. Only a brief summary of each study is presented here.

The Pilot Study. This exploratory project utilized questionnaires to obtain data from slightly more than 100 college students at an urban university. The objectives were those of pre-testing instruments and probing for differentiated patterns of response between own and attributed cognitions for the teacher. Respondents were asked to give both norms and expectations for three characteristics of teachers: behaviors, traits, and entrance into community settings. Teacher behaviors and traits chosen for examination were culled from the literature and pre-tested by graduate students of educational psychology. Community setting items were selected from a list also used in the Background Study. Ten role element responses were obtained from each respondent. Specifically, respondents were asked to give own norms and expectations and to attribute norms and expectations to each of four sentient object positions: (1) People in General. (2) College students. (3) Parents of public school pupils. (4) Public school teachers. All answers were reported on a pre-coded, seven point scale designed to measure strength of cognition. For example, own norms were measured with a scale which ran from: (1) - I feel very strongly that teachers should not.... to (7) - I feel very strongly that teachers should....

The Background Study. In this study an attempt was made to deal systematically with the contexts in which teachers may operate. Community and school settings were explored, social situations in school settings were studied, and the purposes of teacher actions in community settings were obtained from respondents. The Background Study involved the administration of a questionnaire lasting somewhat more than two hours to approximately 225 respondents representing eight differentiated positions connected with the public school. Although not by any means a definitive study of teacher role backgrounds, this study enabled the isolation of a series of backgrounds which were stereotypic for teachers and which were later able to generate differentiated teacher role cognitions from similar respondents.

The Role Study. This final study, conducted during the Winter and Spring of 1960, had as its objectives: (1) The identification of content frameworks dealing with teacher characteristics which were salient (and stereotypic) for respondents. (2) The studying of own and attributed cognitions held by respondents for teachers and attributed to School Officials, Teachers themselves, Pupils, and People in General. Approximately 1000 respondents, including seven community and three college student positions from the same metropolitan community in which the Pilot and Background studies had been conducted, participated. Respondents were chosen so as to be representative of the community on a number of criteria including social class, size of school and school district, and urban-suburban-rural status. Specific positions represented in the community sample included parents, pupils, teachers, principals, school supervisors, superintendents, and school board members. The student sample contained students who were majoring in education, fields other than education, and those who had not yet chosen a major. Responses in the Role Study were given in both open-ended and pre-coded forms.

Methods of Analysis

Special methods of analysis peculiar to any chapter in this volume are discussed in the appropriate chapter. In general, however, cognitions held by community positions were given either in terms of pre-coded 5- or 7- point scales or were post-coded from responses written in by respondents. In those cases where significant differences are reported between community and student respondents, comparisons were assessed by using either the t or Mann Whitney z_U as a test of significance. In general, t tests were used for assessing proportion of content usage while the z_U was used for scale comparisons. Due to the large volume of data processed for this volume, all assembly and computations were done by tabulating machines and a digital computer.

CHAPTER II

COGNITIONS FOR TEACHER ENTRANCE INTO SETTINGS

Introduction

Form B_2* of the background study was designed for the purpose of gaining information relevant to norms and expectations for teacher entrance into settings. Respondents from various community positions were asked to give their expectations for, and indicate their approval or disapproval of, teachers in 114 specified settings or contexts. For expectations, subjects sorted 114 cards (each of which specified a setting) into five piles. Pile number one corresponded to the respondent expecting to see the teacher in the setting very seldom or not at all. Pile five corresponded to the respondent expecting the teacher to be found in the setting a great deal of the time. For the measurement of norms the subjects again sorted the 114 settings into five piles in which pile one corresponded to the subject expressing strong disapproval for teacher entrance and pile five which indicated strong approval for teacher entrance. (Two separate sets of cards, in random order, were used for the two sorts.)

In analysing these data, means were computed for all community respondents, and then the issue of norm-expectation interaction was dealt with systematically. Additional analyses of these data (by positional breakdown) may be found in Chapter II, Volume 3 _5_/.

Norm-Expectation Interaction

In much of our data it may be observed that norms and expectations tend to be positively correlated. This is certainly true for teacher entrance into

---

* See Volume I.

Figure 2.1

Norm and Expectation Relationships for Teacher Entrance

Mean Expectation Rating	Mean Norm Rating				
	1.00-1.99	2.00-2.99	3.00-3.99	4.00-4.99	Totals
1.00-1.99	10	15	7		32
2.00-2.99			33	4	37
3.00-3.99			10	25	35
4.00-4.99				10	10
Totals	10	15	50	39	114

Note: Entries are numbers of items falling in the cell.

community and school settings. Taking all 114 settings as a group a correlation of r = +.934 was obtained for the total set. A correlation of r = +.934 was also obtained for the community settings taken alone, while r = +.956 for the school settings. Each of these figures is, of course, significantly greater than zero (N = 223).

However, this generally high correlation masks an interesting finding. Figure 2.1 presents a rough scattergram in which the mean normative rating is displayed against the mean expectational rating in cells of one unit width. It will be noticed that the relationship displayed is curvilinear, that in only 29 out of 114 cases were expectational and normative ratings approximately equal, and that in no cases was there an item for which the expectational rating was strikingly higher than the normative rating. This is all the more surprising when we look at the actual means. Figure 2.1 is replicated in Table 2.2 where means for both norms and expectations are given on a cell-by-cell basis. (N's in Table 2.1 are approximately = 223, with the exception of individual respondents who did not, for one reason or another, answer one or more items.) It will be noted in Table 2.2 that in only one item, The Public School Classroom, which is at the top of both normative and expectational ratings for teacher entrance, was the expectational rating higher than the normative -- and here the difference was insignificant. One case out of 114!

Two possible explanations offer themselves. (1) It is possible, but not likely, that the normative and expectational scales are non-comparable. It will be noted that the method used for obtaining the ratings was that of strength of cognition -- hence the measures of subjective probability and approval cannot be completely comparable. (See Chapter IV, Volume A 2 /.)

Table 2.2

Mean Norms and Expectations for Teacher Entrance
(Items Arranged by Figure 2.1 Cells)

Cell	Item	Mean Norm	Mean Expectation
1-1	Gambling Establishments	1.48	1.17
	County Jails	1.53	1.17
	Liquor/Drug Add. Clinic	1.58	1.19
	Taverns	1.58	1.30
	Beer Supply Company	1.61	1.17
	Liquor Stores	1.63	1.30
	Burlesque Show	1.72	1.26
	Fortune Teller's Hall	1.87	1.17
	Prisons	1.89	1.28
	Billiard Parlors	1.90	1.29
2-1	Police Patrol Cars	2.00	1.17
	City Dumps	2.08	1.19
	Night Club	2.14	1.64
	Police Stations	2.16	1.29
	Dating Service Bureau	2.24	1.41
	Horse Race Tracks	2.25	1.46
	Dog Race Tracks	2.27	1.38
	Slums	2.32	1.32
	State Patrol Off.	2.45	1.48
	Courts	2.57	1.61
	Public School Boiler Room	2.59	1.62
	Public School Janitor's Room	2.65	1.70
	Midget Auto Tracks	2.70	1.72
	Marriage Counselor's Office	2.91	1.62
	Psychiatric Receiving Center	2.94	1.62
3-1	Political Org. Office	3.01	1.98
	Airline Hostess School	3.02	1.86
	Dude Ranches	3.04	1.90
	Settlement Houses	3.19	1.90
	Convalescent Home	3.22	1.76
	Pub. School Bldg. Fire Escape	3.40	1.97
	Boys/Girls' Detention Home	3.48	1.93
3-2	Auctions	3.11	2.05
	Christian Science Reading Room	3.17	2.14
	Military Academy	3.24	2.11
	Aviation School	3.25	2.09
	Parochial School	3.28	2.45

Table 2.2, Continued

Cell	Item	Mean Norm	Mean Expectation
3-2	Synagogues	3.30	2.22
	Catholic Churches	3.31	2.68
	Railroad Station	3.38	2.46
	Church Supply Company	3.48	2.14
	Social Welfare Office	3.49	2.15
	Teachers' Agencies	3.49	2.64
	Human Relations Commission	3.52	2.24
	Theological School	3.54	2.37
	Vocational Rehabilitation Office	3.55	2.13
	Public School Storerooms	3.58	2.84
	Movie Theatres	3.61	2.96
	City Planning Commission	3.67	2.09
	Boys'/Girls' Private School	3.69	2.68
	Public School Locker Room	3.72	2.93
	Religious Organization Office	3.74	2.62
	Public School Swimming Pool	3.75	2.75
	Driving School	3.77	2.43
	Social Service Organization	3.77	2.74
	Public School Cloakroom	3.78	2.97
	Youth Bureau	3.82	2.38
	Public Recreation Centers	3.86	2.86
	Summer Camps	3.86	2.90
	Public School Lavatories	3.90	2,87
	Children's Orphanage Home	3.92	2.21
	School Equipment Supply Co.	3.92	2.79
	Vocational Guidance Office	3.93	2.73
	Speech Correction Clinic	3.97	2.70
	Public School Medical Off.	3.97	2.77
3-3	Legitimate Theatre	3.79	3.03
	Public School Supply Rooms	3.84	3.20
	Public School Build. Stairs	3.85	3.06
	Athletic Organization	3.91	3.15
	Beauty Parlor	3.91	3.26
	Public School Teachers' Lounge	3.92	3.20
	Music Teach. Studio	3.94	3.02
	Art or Drama School	3.95	3.04
	Board of Education Offices	3.98	3.00
	Community Centers	3.98	3.16
4-2	Pre-Schools	4.00	2.85
	Schools for Mentally Retarded	4.06	2.83
	Schools for Handicapped Children	4.21	2.98
	Research Institute Laboratories	4.23	2.87

Table 2.2, Continued

Cell	Item	Mean Norm	Mean Expectation
4-3	Gardens, Parks	4.00	3.18
	Public School Admin. Offices	4.00	3.38
	Superintendent of Schools Office	4.02	3.06
	Civic Landmarks	4.06	3.04
	Bible School	4.07	3.11
	Civic Organizations	4.07	3.32
	Doctor or Dentist Office	4.09	3.08
	Language Institute	4.17	3.08
	Junior College	4.20	3.17
	Public School Athletic Fields	4.21	3.58
	Young People's Organizations	4.23	3.31
	Public School Grounds/Walks	4.23	3.53
	Public School Halls	4.27	3.87
	Public School Guidance Office	4.28	3.38
	Public School Gymnasium	4.28	3.70
	Evening Colleges	4.31	3.81
	Public Art Galleries	4.32	3.34
	Public Museums	4.34	3.27
	Public School Laboratories	4.39	3.60
	Public School Cafeteria	4.39	3.89
	Public School Auditorium	4.50	3.79
	Public Libraries	4.52	3.90
	Educational Workshops	4.56	3.86
	Bookstores	4.87	3.62
4-4	Protestant Churches	4.36	4.00
	Educational Org. Meetings	4.57	4.04
	Summer School Class	4.57	4.24
	Public School Playgrounds	4.62	4.09
	Public School Library	4.66	4.17
	Teachers' Own Home	4.67	4.20
	Colleges	4.71	4.31
	Universities	4.74	4.12
	Teachers' College	4.74	4.32
	Public School Classroom	4.87	4.88

On the other hand, reference to the instructions used will reveal that a great deal of similarity was used in the wording of questions. In addition, many items, particularly those at scalar extremes, showed almost identical normative and expectational ratings leading to the suspicion that respondents tended to view the two scales as similar. (2) It is more likely that one finds here a validation of the "mouse hypothesis." That is, teachers are seen by respondents as conformists. They sin, if at all, by omission rather than by commission. There are places where teachers should not and do not enter; others where they should and do not; and still others where they should and do. But there are no places where teachers should not and actually do enter -- according to respondents. We would hope that the "mouse hypothesis" would turn up in other data applying to teacher behavior in the community -- and even more that similar data were gathered for other positions. For it is distinctly possible that "all" positions are to a certain extent "mousy" using this technique.

Universal Characteristics

The appearance of a number of items for which there is a strong norm-expectation disparity, however, indicates that in certain areas teachers are not seen as doing what is desired of them. What are the contents of these areas? Figure 2.3 presents lists of the items to be found in the upper-right corner cells from Figure 2.1.

Figure 2.3

Settings of Striking Norm-Expectation Disparity

Cell 3-1

Political Organization Office
Airline Hostess School
Dude Ranches
Settlement Houses ✓
Convalescent Home ✓
Public School Fire Escape
Boys' and Girls' Detention Home ✓

Cell 4-2

Pre-Schools ✓
School for Mentally Retarded ✓
School for Handicapped Children ✓
Research Institute Laboratory ✓

Figure 2.4
Settings Strongly Disapproved and Approved

Disapproved (Cell 1-1)

- County Jails
- Prisons

- Gambling Establishment
- Taverns
- Beer Supply Company
- Liquor Stores
- Burlesque Show
- Billiard Parlors

- Liquor or Drug Addiction Clinic
- Fortune Teller's Hall

Approved (Cells 4-4, 4-3)

- Public School Classroom
- Public School Library
- Public School Playground
- Public School Auditorium
- Public School Cafeteria
- Public School Laboratories
- Public School Gym
- Public School Guidance Office
- Public School Halls
- Public School Grounds and Walks
- Public School Athletic Fields
- Public School Shop
- Public School Administrative Office

- Teachers College
- Universities
- Colleges
- Summer School Classes
- Educational Organization Meetings
- Educational Workshops
- Evening Colleges
- Junior College
- Language Institute

- Teacher's Own Home
- Protestant Churches
- Bookstores
- Public Libraries
- Public Museums
- Public Art Galleries
- Young People's Organization
- Dr. or Dentist's Office
- Civic Organizations
- Bible School
- Civic Landmarks and Statues
- Superintendent of Schools Office
- Public Gardens and Parks

The items to be found in Figure 2.3 share a certain amount of content similarity. The seven checked items are all "auxiliary" institutions to the system of formal education. That is, they are places which serve the needs of children in the educational system and for which teachers "should" have an interest but perhaps insufficient time to visit or assist. To suggest that teachers do not enter these settings often is to point out that teachers are confined to the "central" aspects of education. It is probable that such items have low saliency for respondents such that under normal circumstances a teacher can "get away" with not entering such places. This is probably also true of Fire Escapes. Dude Ranches, Hostess Schools, and Political Offices are quite a different matter. Respondents claim that they would like teachers to enter such settings but feel that it is unlikely that teachers would actually be found there. Teacher avoidance might be assigned, at least in the latter two cases, to attributions of a public image for teachers which limits political participation and hostessing -- although our respondents do not agree with this image. It is certainly to be suggested that teachers who entered settings of this order might succeed in earning the approval of respondents such as ours, particularly if "defiance" of a public image were at stake.

Turning, now, to the questions of content for highly approved and disapproved settings, Figure 2.4 reports data from three cells of Figure 1. Cell 1-1 lists all strongly disapproved settings, while cells 4-3 and 4-4 are reported for settings strongly approved for teacher entrance. (Cell 4-2 is omitted due to its peculiar norm-expectation disparity.)

Out of Figure 2.4 come some strong -- and fairly restrictive -- pictures of desired teacher behavior. Remember that mere "teacher presence" is at issue here. Respondents are adverse to even finding teachers in jails, taverns, or fortune tellers' halls. That is, they want teachers to avoid entanglements

Figure 2.5

Settings Strongly Expected and Not Expected

Not Expected (Cells 1-1, 2-1)

Police Patrol Cars
Police Stations
State Patrol Offices
Courts
County Jails
Prisons

Night Clubs
Horse Race Tracks
Dog Race Tracks
Midget Auto Tracks
Gambling Establishment
Taverns
Beer Supply Company
Liquor Stores
Burlesque Shows
Billiard Parlors

City Dumps
Dating Service Bureaus
Slums
Public School Boiler Rooms
Public School Janitors Room
Marriage Counselors Office
Psychiatric Receiving Center
Liquor and Drug Addiction Clinic
Fortune Teller's Hall

Expected (Cell 4-4)

Public School Classroom
Public School Library
Public School Playgrounds

Teachers College
Universities
Colleges
Summer School Classes
Educational Organization Meetings

Teacher's Own Home
Protestant Churches

in the public display of "vice." In contrast, settings greatly approved fall into three distinct categories as indicated in Figure 2.4. Thirteen (out of thirty-five) settings are found within or about the public school. As indication of the degree of approval given to school settings, it will be noted that there were only twenty-five school settings included in the original list of 114. The second category consists of nine settings dealing with professional improvement through education. Respondents greatly approved of teachers "going to school." Finally, there appears a category of thirteen miscellaneous items focusing strongly upon "uplift" or "Kulture." Respondents appeared to want teachers to spend their spare time at (or to take pupils to) the libraries, museums, art exhibits, and landmarks of the community. Out of this list, only two settings are strongly approved which have to do with the teacher's own needs -- her home and the doctor's office! Finally, we discover that teachers should be Protestant. (Approval for entrance into Catholic churches and synagogues is significantly less.)

The entire picture which appears in Figure 2.4 is one of considerable intolerance and rigidity for the public behavior of teachers. Respondents may approve of a variety of teacher behaviors, but they do not want a public display of immorality, and they prefer the dullities of self-advancement and uplift.

Finally, it is instructive to look at the extremes of expectations. Figure 2.5 is similar to Figure 2.4 in displaying those settings which are felt highly unlikely and highly likely of attracting teachers.

As would be expected from our earlier discussion of the relationship between norms and expectations, there are more items "not expected" than "disapproved," fewer "expected" than "approved." The same rough categories appear, however. Settings not expected for teacher entrance again focus upon the law, display of public immorality, and a few miscellaneous items implying cupidity of the teacher. In addition, teachers are not expected to appear in the boiler room or the janitor's office in the school building or at dating bureaus or marriage counselors' offices. Settings expected for teacher entrance again focus upon the school and teacher self-improvement through education. Finally, teachers not only "should" be protestants, according to our respondents they "are" protestants.

Summary

In summary, respondents both approve and expect teachers to inhabit settings in and about the public school and settings having to do with additional education for teachers. They are also presumed (and approved) to be protestants. According to respondents, teachers should also appear in public places associated with "uplift" such as art museums, monuments and the like, although it is less likely they will actually get there. In contrast, teachers should not, and actually do not, go into places associated with law enforcement or the violation of public morality. In addition, they actually do not appear in places associated with cupidity or marriage. The norms expressed by respondents tend to desire of the teacher a "lilly white" performance of virtue; one which avoids the majority of interesting sins of our society and which spends recreational time in uplift. Moreover, teachers are expected to conform to these norms -- sinning, if at all -- by failure to enter certain auxiliary settings dealing with the welfare of pupils. What a depressing outlook for the young teacher!

CHAPTER III

SOCIAL SITUATIONS IN SCHOOL SETTINGS

Introduction

A second major focus of the Background Study was upon social situations which were thought by respondents to occur in school settings. Although not an explicit aspect of the role of the public school teacher, settings and situations are conceived of as necessary contexts in which teachers may enact role behavior. In reviewing the literature the authors were unable to find others who had studied the cognitive treatment of backgrounds, although a few authors have begun to treat contexts in terms of an explicit study of behavior itself (c.f. Barker and Wright 1 /). Thus we felt it necessary to study the use of social situations in school settings by respondents (a) to establish a set of contexts which could then be used in a broader study of teacher role (see Chapters VI and VII), and (b) for reasons of intrinsic interest in the problem. This chapter reports findings from social situations which were volunteered by 223 community respondents to the stimuli of settings in and around the public school.

In order to provide a broad coverage of settings each respondent was given six separate sheets of paper - one for each of six designated settings drawn from the lists to be found in Table 2.2. School settings were chosen for each respondent individually in terms of his answers to the earlier card sort dealing with expectations for teacher entrance into settings (reported in Chapter II). Thus, respondents were given setting sheets corresponding to those settings they felt teachers were likely to inhabit. This meant that almost all respondents (205) were given the classroom as a setting, while no respondents at all were given fire escapes, boiler room, or janitor's room. The respondent N's for each setting used are given in Table 3.17.

Each respondent was asked to write upon the setting sheet examples of social situations which might appear in the setting listed. A social situation was defined as, "what most of the people in the location are doing which is different from what they might be doing at another time." Examples were also provided for respondents of social situations occurring in a non-school setting. Although repeatedly asked for examples, interviewers gave no examples whatsoever relating to school settings, and respondents were entirely on their own with regard to the proper level of molarity and identification of social situations in school settings. Room was provided for eight situations (answers) on the setting sheet, and those few respondents who wanted to give more than eight social situations were provided with an extra sheet upon which to write. Altogether, 1317 discrete and meaningful responses were given by respondents, while the number of situations specified for any given setting by a respondent varied between none and sixteen.

Responses were coded in a multi-dimensional code developed for the purpose, and each response was coded separately. Provision was made for the coding of a response containing many dimensions. For instance, a 'complete' response would be coded for:

(1) Type of response
(2) Person (actor) present
(3) Number of persons present
(4) Action taken
(5) Object or goal of action
(6) Instrument used
(7) Judged legitimacy of the action
(8) Time dimension
(9) Saliency rank (location of the answer on the setting sheet
(10) Frequency rank (subjective probability given by respondent)

Each of these codes (with the exception of person) could actually have been coded twice; once for the behavior of pupils in the setting, and once for adults. Categories developed for each dimension of the code varied in number from less than ten to more than a thousand! In general, action, object, and instrument were coded minutely in terms of category sets numbering in the hundreds. It should be noted, then, that the code was designed to handle social situations expressed as an interaction between pupils and adults, and various aspects of the interaction might have been specified by respondents. In actual practice the majority of responses were actually much simpler in structure - see Table 3.1.

Analysis of the data formed by coding social situations volunteered followed two lines of attack. (1) In the first analysis each codable dimension was treated separately. Tabulations were made of the number of respondents using each dimensional category for each setting and dimension. This analysis displayed not only the structure of the "average" type of response given by respondents but also enabled a detailed analysis of the setting-situation interaction to be made. (2) In the second analysis the "response gestalt" was examined. Assuming that each combination of code categories represented a unique response (all dimensions considered simultaneously) which unique responses predominated for settings? This second analysis provided an additional feature, the identification of backgrounds or contexts for the later study of teacher role. Results from both analyses are presented here, and it will be observed that similar analysis procedures were followed in Chapter VI.

Additional descriptions of the methods used in studying social situations will be found in Chapter IV of Volume 1, while the codes used in coding situations are given in Appendix E^3 of that Volume.

Response Structure

One might first ask, how complex is the typical social situation volunteered by community respondents, and what elements are present in the response? A general answer to this question is presented in Table 3.1 which displays the major structural types found among the 1317 codable responses given.

It will be observed in Table 3.1 that responses for adults are displayed

Table 3.1

Distribution of Response Types for Social Situations in School Settings

Responses for Pupils	Responses for Adults: No information	Action	Person	Object	Action, Person	Action, Object	Person, Object	Person, Action, Object	Action, Person, Instrument	Action, Object, Instrument	Person, Action, Object, Instrument	Total
No information		8	2	13	14	22	19	36				114
Action	36	137		1	2						2	178
Person			4								1	5
Object	21			451		1	5	6			1	485
Action & Person	25	5	1	2	41	1	1	1			20	97
Action & Object	16		1	3	1	168	2	4			3	198
Person & Object	8		1	14			30	2			5	60
Person, Action & Object	27	1		6	1	22	2	55			10	124
Action, Person & Instrument	1							1				2
Action, Object & Instrument										10		10
Person, Action, Object & Instrument	1	5	5	2	3	3	14	11				44
	135	156	14	492	62	217	73	116		10	42	1317

Note: The categories in this table are the coded categories which appeared in the data. The following categories did not appear meaningfully in the data: Action and Instrument; Person and Instrument; Object and Instrument; and Person, Object, and Instrument.

along the horizontal axis while responses for pupils appear vertically. Taking the code dimensions *action*, *object*, *instrument*, and *person* there are sixteen structural combinations which could characterize either the adult or pupil half of a coded social situation. It will be observed, however, that only ten of these combinations actually occurred in codes for adults while eleven structural types appeared in codes for pupils.

Several characteristics are immediately evident in Figure 3.1. (1) The vast majority of responses given were codable for both adults and pupils. Only 135 responses (10.3%) were uncodable for adults, while 114 responses (8.7%) could not be coded for pupils. (2) About half of all responses were coded in terms of a single dimension only. 662 responses (50.3%) were coded for a single dimension on the adult side, while 668 responses (50.7%) were similarly coded for pupils. 601 responses (45.6%) were coded in one dimension only for *both* pupils and adults. On the other hand, *no* responses were coded for *instrument* alone.

(3) The majority of responses were coded similarly for adults and pupils; for instance, if the pupil code was made in terms of actions and objects (and nothing else) then the adult code would be similarly made. Altogether, 896 responses (68.0%) were identically coded as far as dimensions specified in the response were concerned. (These responses lie along the major diagonal in Figure 3.1.) (4) Finally, there was a sharp dominance of *actions* and *objects* (or *goals*) specified by respondents in giving social situations. On the adult side, 775 responses (58.8%) were coded in terms of these two dimensions (and none others), while the comparable figure is 861 responses (65.4%) for pupils. Of the remaining responses, the majority again were codable in terms of actions and/or objects combined with other dimensions.

Summarizing: The majority of responses were codable in terms of actions and objects (or goals) and were coded similarly in terms of dimensions for both

Table 3.2

Dimensions of Social Situations in the Classroom (N = 205)

Pupil Actions

Category	Respondents Using	%
Reading	45	22.0
Studying	43	21.0
Working	31	15.1
Learning	28	13.7
Singing	25	12.2
Talking	24	11.7
Discussion	20	9.8
Being instructed or taught	18	8.8
Listening	16	7.8
Preparing	14	6.8
Playing	14	6.8
Having	11	5.4
Being tested or taking tests	11	5.4
Doing	10	4.9
Participating	10	4.9

Adult Actions

Category	Respondents Using	%
Teaching (general)	39	19.0
Reading	33	16.1
Discussing	23	11.2
Singing	20	9.8
Preparing	20	9.8
Working	19	9.3
Studying	19	9.3
Learning	18	8.8
Talking	17	8.3
Helping or assisting	14	6.8
Testing or giving tests	13	6.3
Having	12	5.9
Instructing, commanding, or telling	12	5.9
Explaining or describing	11	5.4
Observing	10	4.9

Pupil Object

Category	Respondents Using	%
Study hall or study period	41	20.0
Educational tests	39	19.0
Art	36	17.6
Reading	31	15.1
Music	27	13.2
Classes	26	12.7
Arithmetic	25	12.2
Spelling	22	10.7
School subjects, general	20	9.8
Lesson plans	20	9.8
Oral recitation	20	9.8
Lectures or instruction	17	8.3
Quiet games and contests	17	8.3
English	16	7.8
Projects	14	6.8
Books or magazines	14	6.8
Assignments	13	6.3
Writing	12	5.9
Knowledge or information	12	5.9
Discussion	11	5.4
Conferences	11	5.4
Manipulative scientific experiments	10	4.9

Adult Object

Category	Respondents Using	%
Study hall or study period	38	18.5
Educational tests, general	37	18.0
Art	36	17.6
Reading	32	15.6
Classes	31	15.1
Music	27	13.2
Arithmetic	24	11.7
Conferences	20	9.8
School subjects, general	20	9.8
Oral recitation	19	9.3
Spelling	19	9.3
Discussion	18	8.8
Quiet games or contests	17	8.3
Lesson Plans	16	7.8
Lectures or instructions, general	16	7.8
Assignments	15	7.3
English	15	7.3
Classroom, general	13	6.3
Writing	12	5.9
Knowledge, general	12	5.9
Projects	12	5.9
Teaching or learning activities, general	11	5.4
Assignments	10	4.9
Discipline	10	4.9
Meetings	10	4.9

adults and pupils. Responses were about evenly split between those codable in terms of a single dimension and those codable for more than one dimension. It was not felt useful to pursue this analysis for individual settings.

The Dimensional Analysis

In view of the dominance of action and object codes, the major dimensional analysis focused upon those qualities of social situations volunteered. Tables 3.2 through 3.14 present those actions and objects volunteered for adults and pupils by at least 5% of respondents for all settings which were examined by 50 or more persons.

Several things should be noted in looking at these tables: (a) Frequencies (and percentages) entered were those for respondents -- not responses. A given respondent may, for instance, have mentioned "reading" in several responses which he gave for the Classroom. In such cases he would have been counted only once. Thus, in Table 3.2 we read that 33 respondents (or 16.1%) mentioned "reading" for an adult action in at least one of their social situations volunteered for the Classroom. (b) Percentages were computed upon the basis of numbers of respondents given a settings sheet. (Occasionally respondents gave no situations for a given setting.) (c) It should be understood that for both actions and objects the categories given in these tables were isolated from literally hundreds of alternative response categories. This means that, with the exception of a few close synonyms, respondents actually used the very words which are indicated in Tables 3.2 through 3.14. (d) Some response categories (for instance, "doing" and "having") are almost meaningless in and of themselves. Such codes were always paired with other coded material and are more meaningfully interpretable in terms of the gestalt analysis.

Table 3.3

Dimensions of Social Situations in the Library (N = 115)

Pupil Actions

Category	Respondents Using	%
Reading	67	58.1
Checking in and/or out	39	33.9
Getting or looking for	36	31.3
Studying	22	19.1
Working	13	11.3
Using or making use of	11	9.6
Preparing	8	7.0
Being helped or assisted	7	6.1
Doing	7	6.1
Talking	7	6.1
Looking at, inspecting, previewing	6	5.2
Browsing	6	5.2

Adult Actions

Category	Respondents Using	%
Reading	63	54.8
Checking in or out	36	31.3
Getting or looking for	29	25.2
Studying	16	13.9
Using or making use of	12	10.4
Preparing	11	9.6
Looking at, inspecting or previewing	8	7.0
Talking	7	6.1
Helping or assisting	7	6.1
Browsing	7	6.1
Doing	6	5.2
Working	6	5.2

Pupil Object

Category	Respondent Using	%
Books and/or magazines (also reading material)	113	98.3
Research	31	27.0
Material for classwork or experiments	13	11.3
Skills in using library	12	10.4
Study hall or study period	11	9.6
School subjects, general	7	6.1
Library	6	5.2

Adult Object

Category	Respondent Using	%
Books and/or magazines (also reading material)	107	93.0
Research	34	29.6
Materials for classwork or experiments	13	11.3
Study hall or study period	10	8.7
Skills in using library	9	7.8
Library	7	6.1

Table 3.4

Dimensions of Social Situations in the Playground (N = 98)

Pupil Actions

Category	Respondents Using	%
Playing	50	51.0
Running or chasing	12	12.2
Quarrelling and/or fighting	11	11.2
Being supervised	10	10.2
Learning	7	7.1
Talking	5	5.1

Adult Actions

Category	Respondents Using	%
Supervising or administering	22	22.4
Playing	16	16.3
Talking	9	9.3
Teaching (general)	5	5.1

Pupil Object

Category	Respondents Using	%
Organized games (general)	40	40.8
Free play (recess)	22	22.4
Baseball games	19	19.6
Ball games (general)	13	13.3
Basketball games	10	10.2
Play equipment (gym equipment, etc.)	10	10.2
Physical Education Subjects	7	7.1
Softball games	7	7.1
Volleyball games	6	6.1
Football games	6	6.1
Dances	5	5.1

Adult Object

Category	Respondents Using	%
Organized games (general)	30	30.6
Free play (recess)	23	23.4
Baseball games	16	16.3
Basketball games	9	9.3
Ball games (general)	9	9.3
Physical Education Subjects	7	7.1
Softball games	7	7.1
Football games	6	6.1
Playground	5	5.1
Recess duty or supervision of play periods	5	5.1

Table 3.5

Dimensions of Social Situations in the Halls (N = 90)

Pupil Action

Category	Respondents Using	%
Going to or from	71	78.9
Talking	22	24.4
Walking	18	20.0
Running or chasing	12	13.3
Getting or looking for	11	12.2
Visiting	10	11.1
Quarrelling and/or fighting	7	7.8
Drinking	7	7.8
Meeting or greeting someone	5	5.6

Adult Action

Category	Respondents Using	%
Going to or from	57	63.3
Talking	36	40.0
Visiting	15	16.7
Walking	13	14.4
Supervising or administering	12	13.3
Getting or looking for	9	10.0
Drinking	6	6.7

Pupil Object

Category	Respondents Using	%
Room (general) or classroom	19	21.1
Classes	14	15.6
Parts of School Building (general)	11	12.2
Lockers	9	10.0
Water	9	10.0
Fire drills	7	7.8
Walk way	7	7.8
Bulletin boards	7	7.8
Conversations	6	6.7
Tornado alert or drills	5	5.6
The school building itself	5	5.6
Drink of water	5	5.6

Adult Object

Category	Respondents Using	%
Room (general) or classroom	15	16.7
Parts of School Building (general)	12	13.3
Water	9	10.0
Hall supervision	8	8.9
Discipline	7	7.8
Classes	7	7.8
Fire drills	7	7.8
The school building itself	6	6.7
Bulletin boards	6	6.7
Halls	5	5.6
Tornado alert or drills	5	5.6
Drink of water	5	5.6
Walk way	5	5.6

Table 3.6

Dimensions of Social Situations in the Cafeteria (N = 82)

Pupil Action

Category	Respondents Using	%
Eating	50	61.0
Talking	14	17.1
Cleaning up	10	12.2
Visiting	9	11.0
Being supervised	6	7.3
Waiting	5	6.1
Talking and laughing	4	4.9

Adult Action

Category	Respondents Using	%
Eating	47	57.3
Supervising or administering	12	14.6
Cleaning up	12	14.6
Talking	11	13.4
Cooking or preparing food	9	11.0
Visiting	8	9.8
Getting or looking for	4	4.9

Pupil Object

Category	Respondents Using	%
Food or lunch	47	57.3
Dishes or plates	7	8.5
Luncheon or banquet	5	6.1
PTA meetings	5	6.1
Lunch tables	5	6.1
Good or accepted social behavior	4	4.9
Diet or nutrition	4	4.9
Lunchroom	4	4.9

Adult Object

Category	Respondents Using	%
Food or lunch	46	56.1
Luncheon or banquet	7	8.5
PTA meetings	7	8.5
Banquets or luncheons	7	8.5
Lunch tables	7	8.5
Dishes or plates	6	7.3
Lunchroom	5	6.1
Meetings	4	4.9
Parties	4	4.9
Agencies using building for events (Boy Scouts, church groups, etc.)	4	4.9
Lunchroom duty	4	4.9

Table 3.7

Dimensions of Social Situations in the Auditorium (N = 74)

Pupil Action

Category	Respondents Using	%
Attending	11	14.8
Watching	10	13.5
Practicing	8	10.8
Using or making use of	7	9.5
Having	7	9.5
Playing	5	6.8
Looking at, inspecting, or previewing	4	5.4

Adult Action

Category	Respondents Using	%
Attending	11	14.8
Practicing	7	9.5
Using or making use of	7	9.5
Watching	7	9.5
Having	6	8.1
Talking	4	5.4
Playing	4	5.4

Pupil Object

Category	Respondents Using	%
Plays	44	59.3
Assemblies and assembly programs	28	37.8
Programs (general)	19	25.7
PTA meetings	17	23.0
Agencies using building for events (Boy Scouts, church groups, etc.)	13	17.6
Movies or films	13	17.6
Music festivals, operettas, programs	11	14.8
Basketball games	11	14.8
Graduation exercises or activities	10	13.5
Physical Education Subjects	8	10.8
Audio-visual education	8	10.8
Music recitals	8	10.8
Speeches or discussions	7	9.5
Singing or chorus	6	8.1
Dances	5	6.8
Orchestra	5	6.8
Meetings and conferences	5	6.8
Music	4	5.4
T.V. instructions or educational programs	4	5.4

Adult Object

Category	Respondents Using	%
Plays	41	55.4
Assemblies and assembly programs	28	37.8
PTA meetings	27	36.5
Programs (general)	21	28.4
Agencies using building for events (Boy Scouts, church groups, etc.)	14	18.9
Movies or films	12	16.2
Music festivals, operettas, or programs	11	14.8
Basketball games	11	14.8
Graduation exercises or activities	10	13.5
Physical Education Subjects	8	10.8
Audio-visual education	8	10.8
Speeches or discussions	7	9.5
Music recitals	7	9.5
Singing or chorus	6	8.1
Meetings	6	8.1
Debate club	5	6.8
Meetings and conferences	5	6.8
Orchestra	5	6.8
Music	4	5.4
T.V. instructions or educational programs	4	5.4
Meetings (general)	4	5.4

Table 3,8
Dimensions of Social Situations on the Athletic Field (N = 61)

Pupil Actions

Category	Respondents Using	%
Practicing	18	29.5
Playing	6	9.8
Watching	5	8.2
Attending	3	4.9
Preparing	3	4.9

Adult Actions

Category	Respondents Using	%
Practicing	15	24.6
Watching	5	8.2
Playing	5	8.2
Attending	3	4.9
Instructing, commanding, or telling	3	4.9
Preparing	3	4.9

Pupil Object

Category	Respondents Using	%
Football games	27	44.3
Track meets	26	42.6
Baseball games	20	32.8
Organized games (general)	14	23.0
Band concert and/or parade	14	23.0
Athletic contest	13	21.3
Ball games (general)	9	14.8
Physical Education Subjects	7	11.5
Basketball games	5	8.2
Pep rally	5	8.2
Sports festival or gym shows	5	8.2
Athletics or sports (general)	5	8.2
Cheer leading	4	6.6
Volleyball games	4	6.6
Band	3	4.9
Graduation exercises or activities	3	4.9
School carnival	3	4.9
Exercises or calisthenics	3	4.9

Adult Object

Category	Respondent Using	%
Football games	25	41.0
Track meets	22	36.1
Baseball games	17	27.9
Band cconcert and/or parade	14	23.0
Athletic contest	11	18.0
Organized games (general)	11	18.0
Ball games (general)	8	13.1
Physical Education Subjects	7	11.5
Pep rally	5	8.2
Sports festival or gym shows	4	6.6
Athletics or sports (general)	4	6.6
Competitive games	3	4.9
Graduation exercises or activities	3	4.9
School carnival	3	4.9
Basketball games	3	4.9
Exercises or calisthenics	3	4.9
Cheer leading	3	4.9

Table 3.9

Dimensions of Social Situations in the Laboratories (N = 58)

Pupil Actions

Category	Respondents Using	%
Working	12	20.7
Experimenting	9	15.5
Being instructed or taught	5	8.6
Doing	4	6.9
Cleaning up	4	6.9
Reading	3	5.2
Writing	3	5.2
Studying	3	5.2
Putting back or replacing	3	5.2
Having	3	5.2

Adult Actions

Category	Respondents Using	%
Experimenting	9	15.5
Doing	6	10.2
Working	5	8.6
Instructing, commanding, or telling	5	8.6
Cleaning up	4	6.9
Reading	3	5.2
Supervising or administering	3	5.2
Explaining or describing	3	5.2
Having	3	5.2

Pupil Object

Category	Respondents Using	%
Manipulative scientific experiments	28	48.2
Experimentation or experimental work (not science)	8	13.8
Lectures or instruction (general)	8	13.8
Physical or Biological Sciences	5	8.6
Chemistry	5	8.6
Educational tests (general)	4	6.9
Knowledge (general) or information	4	6.9
Assignment	4	6.9
Equipment (general)	4	6.9
Research	3	5.2
Classes	3	5.2
Zoology	3	5.2
Materials for classwork or experiments	3	5.2

Adult Object

Category	Respondents Using	%
Manipulative scientific experiments	22	38.0
Experimentation or experimental work (not science)	9	15.5
Lectures or instruction (general)	6	10.2
Physical or Biological Sciences	6	10.2
Classes	6	10.2
Chemistry	5	8.6
Educational tests (general)	4	6.9
Knowledge (general) or information	4	6.9
Equipment (general)	4	6.9
Research	4	6.9
Lesson plans	3	5.2
Demonstrations	3	5.2
Zoology	3	5.2

Table 3.10

Dimensions of Social Situations on the Grounds and Walks (N = 57)

Pupil Actions

Category	Respondents Using	%
Playing	14	24.6
Going to or from	9	15.7
Walking	7	12.3
Talking	6	10.5
Coming to or from	5	8.8
Being treated	4	7.0
Loitering or loafing	3	5.3
Running or chasing	3	5.3
Practicing	3	5.3
Jumping	3	5.3
Being instructed or taught	3	5.3

Adult Actions

Category	Respondents Using	%
Going to or from	7	12.3
Talking	6	10.5
Supervising or administering	5	8.8
Walking	4	7.0
Coming to or from	4	7.0
Playing	3	5.3
Cleaning up	3	5.3

Pupil Object

Category	Respondents Using	%
Free play (recess)	6	10.5
The School Building itself	5	8.8
Ball games (general)	4	7.0
Equipment (general)	4	7.0
Room (general) or classroom	4	7.0
Fire drills	4	7.0
Nature studies	3	5.3
Band concert and/or parade	3	5.3
Parts of School Building (general)	3	5.3
Group game activities or organized games	3	5.3

Adult Object

Category	Respondents Using	%
Free play (recess)	5	8.8
Organized games (general)	4	7.0
Fire drills	4	7.0
Nature studies	3	5.3
Band concert and/or parade	3	5.3
Parts of School Building (general)		
Room (general) or classroom	3	5.3
Grounds and walks	3	5.3
Recess duty or supervision of play periods	3	5.3
Maintenance activities, general	3	5.3

Table 3.11

Dimensions of Social Situations in the Shop (N = 52)

Pupil Actions

Category	Respondents Using	%
Learning	21	40.3
Working	14	26.9
Using or making use of	10	19.2
Making	9	17.3
Cleaning up	6	11.5
Repairing or servicing	6	11.5
Drawing or painting	5	9.6
Preparing	4	7.7
Building	4	7.7
Sawing	4	7.7
Being instructed or taught	4	7.7
Getting or looking for	3	5.7

Adult Actions

Category	Respondents Using	%
Learning	13	25.0
Making	8	15.4
Using or making use of	8	15.4
Repairing or servicing	7	13.5
Checking or examining	7	13.5
Working	6	11.5
Cleaning up	5	9.6
Drawing or painting	5	9.6
Teaching (general)	4	7.7
Explaining or describing	4	7.7
Supervising or administering	3	5.7
Instructing, commanding, or telling	3	5.7
Preparing	3	5.7
Sawing	3	5.7

Pupil Object

Category	Respondents Using	%
Projects	19	36.5
Shop products	7	13.5
Wood working (general)	6	11.5
Metal working	6	11.5
Shop Tools	5	9.6
Equipment (includes or may include supplies and tools)	5	9.6
Lectures or instruction (general)	5	9.6
Shop (general)	5	9.6
Safety in shop courses	5	9.6
Instruction in joinery	5	9.6
Instruction in use of various woods	5	9.6
Wood material projects	4	7.7
Instruction in use of various tools	4	7.7
Design and/or construction of projects	4	7.7
Club initiations	4	7.7
Art	3	5.7
Manipulative or Skill Subj.	3	5.7
Mechanical drawing or drafting	3	5.7
Sewing or clothing class	3	5.7
Exploratory activities	3	5.7
Instruction in use of planer	3	5.7
Instruction in sharpening and care of tools	3	5.7
Metal material projects	3	5.7
Shop machines	3	5.7

Adult Object

Category	Respondents Using	%
Projects	11	21.2
Shop products	8	15.4
Shop Tools	6	11.5
Wood working (general)	6	11.5
Metal working	6	11.5
Classes	6	11.5
Equipment (includes or may include supplies and tools)	5	9.6
Safety in shop courses	5	9.6
Instruction in joinery	5	9.6
Lectures or instruction (general)	4	7.7
Manipulative or Skill Subjects	4	7.7
Instruction in use of various woods	4	7.7
Design and/or construction of projects	3	5.7
Instruction in sharpening and care of tools	3	5.7
Wood material projects	3	5.7
Mechanical drawing or drafting	3	5.7
Sewing or clothing class	3	5.7
Art	3	5.7
Teaching or learning activities (general)	3	5.7
Displays or fairs	3	5.7
Equipment (general)	3	5.7
Shop machines	3	5.7

Table 3.12

Dimensions of Social Situations in the Administrative Office (N = 45)

Pupil Action

Category	Respondents Using	%
Talking	5	11.1
Getting or looking for	4	8.9
Asking	4	8.9
Waiting	3	6.6

Adult Action

Category	Respondents Using	%
Discussing	12	26.7
Talking	9	20.0
Working	6	13.3
Checking or examining	6	13.3
Getting or looking for	6	13.3
Helping or assisting	4	8.9
Interviewing	3	6.7
Answering	3	6.7
Doing	3	6.7
Waiting	3	6.7

Pupil Object

Category	Respondents Using	%
Records - bookkeeping and school records, general	6	13.3
School information	6	13.3
Telephone conversations	5	11.1
Conferences	4	8.9
Discipline	3	6.6

Adult Object

Category	Respondents Using	%
Conferences	14	31.1
Records - bookkeeping and school records, general	8	17.8
Meetings	7	15.5
Telephone conversations	7	15.5
Professional meetings	6	13.3
School information	6	13.3
Discipline	5	11.1
Construction going on around school grounds	4	8.9
Disciplinary guidance	4	8.9
Care of books and materials	3	6.6
Telephone	3	6.6
Interviews	3	6.6

Table 3.13

Dimensions of Social Situations in the Teachers' Lounge (N = 44)

Pupil Action

Category	Respondents Using	%
Being talked about	3	6.8

Adult Action

Category	Respondents Using	%
Resting or relaxing	21	47.7
Talking	14	31.8
Smoking	12	27.3
Reading	8	18.2
Eating	8	18.2
Drinking	6	13.6
Grading or scoring	5	11.4
Preparing	4	9.1
Discussing	4	9.1
Visiting	3	6.8
Having	3	6.8
Washing	3	6.8

Pupil Object

Category	Respondents Using	%

Adult Object

Category	Respondents Using	%
Conversations	9	20.4
Rest	6	13.6
Coffee	6	13.6
Books and/or magazines (also reading materials)	5	11.4
Food or lunch	4	9.1
Gossip sessions	3	6.8
Discussion	3	6.8
Knowledge (general) or information	3	6.8
Conferences	3	6.8
Faculty meetings	3	6.8
Papers (already written - as in grading papers)	3	6.8

Table 3.14

Dimensions of Social Situations in the Guidance Office (N = 41)

Pupil Action

Category	Respondents Using	%
Being tested or taking tests	7	17.1
Being assisted or helped	4	9.8
Getting or looking for	4	9.8
Talking and laughing	3	7.3
Discussing	3	7.3
Being talked about	3	7.3
Being counseled or advised	3	7.3
Crying	2	4.9
Being talked to	2	4.9

Adult Action

Category	Respondents Using	%
Discussing	12	29.3
Testing or giving tests	7	17.1
Talking	4	9.8
Asking	4	9.8
Explaining or describing	4	9.8
Grading or scoring	4	9.8
Helping or assisting	4	9.8
Talking and laughing	3	7.3
Getting or looking for	3	7.3
Taking care of, attending to, or providing for	3	7.3
Counseling or advising	3	7.3
Studying	2	4.9
Checking or examining	2	4.9
Preparing	2	4.9
Reporting	2	4.9

Pupil Object

Category	Respondents Using	%
Guidance in personal problems	13	31.7
Program planning	12	29.3
Disciplinary guidance	11	26.8
Occupational counsel or guidance	10	24.4
Personality records, data, or tests	7	17.1
Guidance in academic problems	5	12.2
Conferences	3	7.3
Students' problems	3	7.3
Advice, general	3	7.3
Guidance information	2	4.9
Special tests	2	4.9
Guidance or counseling conferences	2	4.9
Discipline	2	4.9

Adult Object

Category	Respondents Using	%
Disciplinary guidance	14	34.2
Guidance in personal problems	14	34.2
Program planning	12	29.3
Conferences	11	26.8
Personality records, data, or tests	11	26.8
Occupational counsel or guidance	10	24.4
Students' problems	8	19.6
Guidance information	7	17.1
Guidance in academic problems	5	12.2
Guidance or counseling	4	9.8
Student council	3	7.3
Advice, general	3	7.3
Student problems of school adjustment	3	7.3
Socially undesirable behavior or activities	2	4.9
Discipline	2	4.9
Knowledge (general) or information	2	4.9
Telephone	2	4.9
Health and health habits	2	4.9
Observations of behavior pertaining to guidance problems	2	4.9
Problems of teacher-pupil relations	2	4.9

Table 3.15

Varieties of Responses Given by Five Percent or More of Respondents for Each Setting

	Number of Respondents	Pupil Action	Pupil Object	Adult Action	Adult Object	
Classroom	205	15	22	15	24	‡
Library	115	12	7	12	6	†
Playground	98	6	11	4	10	⁑
Halls	90	9	12	7	13	
Cafeteria	82	7	8	7	11	
Auditorium	74	7	19	7	21	‡
Athletic Fields	61	5	18	6	17	‡
Laboratories	58	10	14	9	14	
Grounds and Walks	57	11	10	7	10	⁑
Shop	52	12	24	14	22	‡
Administrative Office	45	5	12	10	12	*
Teachers' Lounge	44	1	0	12	11	*
Guidance Office	41	9	13	15	21	* ‡

*** Settings rich in adult-oriented situations.**
⁑ Settings rich in pupil-oriented situations.
† Settings rich in actions.
‡ Settings rich in objects.

Making interpretations directly from the findings of Tables 3.2 through 3.14 is difficult due to the large number of results presented. However, two kinds of results stand out: settings appeared to differ both in the numbers and contents of social situations which they appear to elicit. These propositions are examined in Tables 3.15 and 3.16.

Table 3.15 displays the varieties of responses given by five percent or more of respondents for each setting examined in Tables 3.2 through 3.14. Entries in Table 3.15 are, of course, the numbers of code categories used by respondents for each dimension and setting. It should be observed in passing that variety of situation does not appear to depend upon the number of respondents (as it should not).

It is clear from Table 3.15, however, that both the absolute variety of situations used and the pattern of response varied depending upon setting. For instance, Classrooms, Laboratories, Auditoriums, and Shops appeared to be rich in terms of situations, while Libraries, Cafeterias, and Teachers' Lounge appeared to be much poorer. According to respondents, at least, the former setting would be characterized by a greater variety of situations.

Settings also differed in type of social situation assigned. Situations in the Guidance Office, Administrative Office, and (appropriately enough) the Teachers' Lounge were described predominantly in terms of adult codes. In contrast, the Playground and Grounds and Walks attracted pupil-centered situational descriptions. The Library gave rise to situations which were surprisingly action oriented -- suggesting perhaps that there are few objects (other than books) present in such a setting -- while the Classroom, Auditorium, Athletic Field, and Guidance Office were predominantly object (or goal) oriented.

Table 3.16 is designed to display the interaction between settings and a number of frequently used action categories for pupils. (Action categories for

Table 3.16

Percentage of Respondents Using Selected Pupil-Action Categories

	Classroom	Library	Playground	Halls	Cafeteria	Auditorium	Athletic Field	Laboratories	Grounds and Walks	Shop	Administrative Office	Teachers' Lounge	Guidance Office
Reading	22	58						5					
Studying	21	19						5					
Doing	5	6						7					
Having	5					10		5					
Working	15							21		27			
Cleaning up					12			7		12			
Being instructed or taught	9							9	5	8			
Learning	14		7							40			
Preparing	7	7					5			8			
Using or making use of		10				10				19			
Looking at, inspecting, or previewing		5				5							
Getting or looking for		31		12						6	9		10
Talking and laughing		11			5								7
Being helped or assisted		6											10
Being tested or taking tests	5												17
Discussing	10												7
Attending						15	5						
Watching						14	8						
Practicing						11	30		5		7		
Playing	7		51			7	10		25				
Talking	11	6	5	24	17				11		11		
Going to or from				79					16				
Walking				20					12				
Running and chasing			12	13					5				
Quarrelling and/or fighting			11	8									
Visiting				11	11								
Being supervised			10	7									

pupils which appeared for only one setting were eliminated when making up Table 3.16.) Entries were made only for those settings where five or more percent of respondents volunteered the category represented, and percentages were taken from Tables 3.2 through 3.14. It will be noted that pupil-action categories have been arranged in Table 3.16 so as to display content similarities among settings.

A variety of findings appear in Table 3.16. The Classroom, for instance, turns out to be similar to the Shop in terms of pupil activities chosen. Halls and Grounds and Walks are also similar as are Auditorium and Athletic Fields. There is little similarity between the Library (or the Guidance Office) and any other setting. However, the overall impression Table 3.16 creates is one of uniqueness. Settings, as a rule, tended to attract a unique combination of frequently volunteered social situations which was unlike that set volunteered for any other setting. This finding is a discouraging one for the investigator who seeks a catalogue of 'universal' social situations which are likely to occur anywhere in the school.*

The Gestalt Analysis

The gestalt or 'unique combination' analysis of social situations attempted to tabulate those responses which were, in their totality, frequently given by respondents. This is easily illustrated with examples. Let us list several similar social situations which might have been given for the Classroom:

(1) Teacher teaching pupils arithmetic.

(2) Teacher teaching pupils spelling.

(3) Teacher helping pupils with arithmetic.

(4) Teacher teaching slower pupils arithmetic.

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* Tables similar to 3.16 were also prepared for pupil object and adult action and object, but their inclusion would add nothing to the above conclusions.

(5) Teacher teaching pupils.

(6) Teacher instructing pupils in arithmetic.

Each situation given above is codable for several dimensions. Situation (2) differs from situation (1) in specification of the object. Situations (1) and (3) differ in adult action. Situation (4) differs in specification of the pupil person. Situation (5) is uncodable for object. On the other hand, situations (1) and (6) are sufficiently similar so that they would have received identical codes in the system used. Thus, responses (1) and (6) may be said to have the same gestalt or unique code. The analysis task, then, is to find those gestalten which were used by the greatest proportion of respondents.

The biggest advantage of a gestalt analysis is that it uses response codes which are as detailed (or as simple) as the responses actually given by respondents. Hence, gestalten tend to be more meaningful than are isolated, dimensional codes. The greatest disadvantage of the gestalt analysis is that gestalt codes must be exactly alike in all particulars. This sharply reduces the frequency of usage for even very popular responses and tends to eliminate responses which are coded for four or more dimensions. We contend, however, that gestalt analyses have their own unique utility -- as do dimensionalized analyses.

In performing a gestalt analysis of social situations it was necessary to isolate those gestalten which occurred with high frequency in each of the school settings examined. This was done through a complex sorting routine programmed on a Burroughs 205 computer. Gestalten obtained were then examined and several items were removed which were used by only a single position or which lacked a universal meaning. The remaining gestalten were then rephrased into standard English and are presented in Table 3.17. With the exception of the Classroom, no gestalten are presented in this table that were given by less than 10% of persons responding to any setting. Three lower frequency items for the classroom are also included, as they were considered for inclusion within the list of items chosen for the Final Study (see Chapter V).

In examining Table 3.17 two things stand out. (1) Frequencies for gestalt responses are much lower than those for dimensionalized responses. For instance, in Table 3.3 we see that 39 (33.9% of) respondents gave "Checking in or out" as a dimensionalized response, while in Table 3.17 only 28 (24.3% of) respondents gave "Checking in or out Books and Magazines." Other respondents would have found other things for actors to check in or out, would have added specifications as to who was doing the checking, etc., or would have left out any specification as to what was being checked. (2) Once again, gestalten do not seem to depend upon absolute number of respondents. Although the greatest number of gestalten were given for the Classroom, which also had the largest number of respondents, the rest of the settings showed little relationship between respondent number and numbers or maximum frequency of gestalten.

Several substantive findings also appear in Table 3.17. (3) Settings differed in varieties and maximum frequency of gestalten, and their variation appeared to relate to those reported in Table 3.15. For instance, Cafeteria and Teachers' Lounge attracted vanishingly few agreed-upon gestalten. On the other hand, the Shop attracted no gestalten although (in Table 3.15) it appeared rich in object specification. This might suggest that gestalten are more likely to be agreed upon when focused upon actions, but in another setting, Athletic Fields, we find nothing but object gestalten. It is tentatively concluded that although respondents were agreed upon those objects which are found in a Shop they could not agree on what is done with them.

(4) Once again, there was very little tendency for similar or identical gestalten to appear in different settings. ("Reading" occurred in both the

Table 3.17

Gestalt Social Situations Given With Greatest Frequency in Selected School Settings

Setting	Situation	Frequency	% of Respondents
CLASSROOM	(N = 205)		
	Study Period*	71-35**	34.6
	Reading*	46-25	22.4
	Taking a Test*	39-30	19.0
	Art Period*	36-29	17.6
	Recitation Period*	23-14	11.2
	Arithmetic Period*	23-18	11.2
	Music Period*	22	10.7
	Pupils Talking when they shouldn't*	21	10.2
	Spelling*	18	8.8
	Quiet Game Period	17-13	8.3
	Singing Period*	17	8.3
	Writing Period	16-11	7.8
LIBRARY	(N = 115)		
	Reading*	49-40	42.6
	Checking in or out Books and Magazines*	28	24.3
	Doing Research*	28-19	24.3
	Studying	22-12	19.1
	Looking for Books and Magazines	19	16.5
PLAYGROUND	(N = 98)		
	Organized Games	18	18.4
	Recess or Free Play	13	13.3
	Baseball Games	11	11.2
HALLS	(N = 90)		
	Pupils and Teachers talking	15	16.7
	Teachers talking together	13	14.4
	Going to and from Classrooms	11	12.2
	Teachers walking	9	10.0
CAFETERIA	(N = 82)		
	Eating*	33-20	40.2

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* These were the items chosen for eventual inclusion in the Final Study. (See Chapter V.)

** Where two frequencies are listed, the first listed frequency refers to a category formed from several items and the second is the largest item frequency within the group. For instance "Reading" was formed from two items. "Reading" had a frequency of 25. "Reading lesson" had a frequency of 21. The largest item frequency was 25, the joint frequency was 46. We made the arbitrary decision to put these two categories of response together in choosing appropriate backgrounds.

Table 3.17, Continued

Setting	Situation	Frequency	% of Respondents
AUDITORIUM (N = 74)			
	Plays*	30	40.5
	Assemblies*	19	25.7
	PTA Meetings	16	21.6
	Music Programs	10	13.5
LABORATORIES (N = 58)			
	Basketball Games*	16	21.9
	Calesthenics*	15	20.5
	Physical Education	13	17.8
	Organized Games	11	15.1
ATHLETIC FIELDS (N = 61)			
	Football Games*	25-22	41.0
	Track Meets*	22-20	36.1
	Baseball Games*	16-14	26.2
	Band Concerts or Parades*	13-10	21.3
	Athletic Contests	11- 6	18.0
	Organized Games	7	11.5
GROUNDS AND WALKS (N = 57)			
	Recess	6	15.4
	Talking	6	15.4
	Playing	5	12.8
GUIDANCE OFFICE (N = 41)			
	Disciplinary Problems	11	26.8
	Personal Problems	10	24.4
	Occupational Guidance	8	19.5
	Personality Tests and Records	8- 5	19.5
ADMINISTRATIVE OFFICE (N = 45)			
	Conferences	7	15.6
TEACHERS' LOUNGE (N = 44)			
	None		
SHOP (N = 52)			
	None		

SUPPLY ROOM (N = 33)
STAIRS (N = 26)
LOCKER ROOMS (N = 14)
SWIMMING POOL (N = 21)
CLOAKROOMS (N = 22)
LAVATORIES (N = 22)

STORE ROOM (N = 18)
MEDICAL OFFICES (N = 12)
FIRE ESCAPES
BOILER ROOM
JANITOR'S ROOM

} These Settings had too few respondents to be worth an item analysis for Gestalt Social Situations.

Classroom and Library as did "Study Period" or "Studying," "Baseball Games" and "Organized Games" occurred in both the Playground and Athletic Fields.)

Summary

The conclusion seems inescapable that settings (as contexts) tend to be seen by community respondents as attracting sharply differing social situations. In numbers, types, and exact content of response the same picture has appeared. On the other hand, there seems to be every indication that respondents can agree upon social situations which are salient for school settings and that situation responses can be meaningfully coded and analysed. It remains to be seen whether either settings, social situations, or their combinations generate significant differences in roles held for the teacher (see Chapters VI and VII).

CHAPTER IV

PILOT STUDY FINDINGS

Introduction

The Pilot Study was an empirical investigation of own and attributed norms and expectations held about teachers by college students. (Data in this chapter, then, concern stereotypes held for the teacher by students rather than by community members.) Questionnaires were administered to 104 undergraduates at an urban university who were asked to give both their own norms and expectations and to attribute norms and expectations to four sentient object positions: (1) People in General. (2) College Students. (3) Parents of public school pupils. (4) Public school teachers.

The instrument used in the Pilot Study focused upon 100 traits, behaviors and settings which could be exhibited (or entered) by teachers. These items, all of which were obtained from exploratory studies involving similar respondents, were presented to respondents together with two questions. The first (or normative) question read: "Would you personally like public school teachers to possess this personality characteristic (behave in these ways, or be in these places)?" The second (or expectational) question read: "Do you personally expect public school teachers to possess this personality characteristic (behave in these ways, or be in these places)?" Both questions were to be answered by checking one out of seven alternatives representing a range of approval (for norms) or subjective probability (for expectations). Thus, the technique used was that of measurement of cognitive strength. (See Chapter VII Volume A _2_/.

Respondents were told to give ratings for their own norms and expectations and then to rate independently each of the four sentient object positions mentioned above. In all, each respondent gave ten ratings for each of the 100

Table 4.1

Median Normative Ratings for Pilot Study Items

(Items arranged in ascending median rating for own norm)

Item	Aspect	Own Norm	Gen. Other	College Students	Parents	Teachers
Drug Addiction	T[1]	1[2]	1	1	1	1
Just Sits in Classroom	B	1	1	1	1	1
Sarcastic and Abusive Manner	T	1	1	1	1	1
Ineffectiveness	T	1	1	1	1	1
Sexual Immorality	T	1	1	2	1	1
Has Favorites Among Pupils	B	1	1	1	1	1
Presents Alibi Instead of Completed Work	B	1	1	1	1	1
Shows Peevishness at Having to Take a Slow Pupil or Group	B	1	1	2	1	1
Sets a Higher Standard of Behavior for Neighbor's Children Than for Own Children	B	1	1	1	1	1
Gossips	B	1	1	2	1	2
Insobriety	T	1	1	2	1	1
Jealousy	T	1	1	2	1	1
Depression	T	2	2	2	1	2
Profanity	T	2	1	2	1	1
Autocratic Attitude	T	2	2	2	1	2
Lets Minor Things Arouse and Worry Him	B	2	2	2	2	2
Dreamy Manner	T	2	2	2	2	2
Boasts About Education and	B	2	1	2	2	1
Deficient Auditory Sense	T	2	2	2	1	2
Sissiness	T	2	2	2	2	2
Old Maidishness	T	2	2	2	2	2
Associates with Persons of Questionable Character	B	2	1	3	1	2

---

[1] Items marked "T" are Traits, "B" are Behaviors, and "S" are Settings.

[2] All numbers refer to crude medians on the following scale:

1 Disapprove very strongly
2 Disapprove moderately
3 Disapprove not strongly at all
4 Don't care
5 Approve not strongly at all
6 Approve moderately
7 Approve very strongly

Table 4.1, Continued

Item	Aspect	Own Norm	Gen. Other	College Students	Parents	Teachers
Impersonal Attitude	T	2	3	3	1	2
Liquor or Drug Addiction Clinic	S	2	1	2	1	1
Taverns	S	2	1	3	1	2
Objects to Taking Part in Assembly Program	B	2	2	3	2	2
Straight-Lipped Expression	T	2	3	3	3	2
Talks Shop All the Time Out of School	B	3	2	3	3	3
Clears Voice Frequently	B	3	3	3	3	3
Stops Pupils During an Enjoyable Activity to Correct Them	B	3	3	3	3	3
Uses Shop to Manufacture Articles for Own Use	B	3	2	3	2	2
Wants to Stop at Three O'Clock	B	3	2	4	2	3
Billiard Parlors	S	3	1	3	1	2
Minister-like Appearance	T	3	3	3	4	3
Speaks Rapidly When Discussing a Question of Interest to Him	B	3	4	4	3	4
Prisons	S	4	1	3	1	2
Dog Race Tracks	S	4	2	4	1	3
Beer Supply Company	S	4	1	4	1	2
Horse Race Track	S	4	2	4	1	3
Wrinkles	T	4	4	4	4	4
Police Station	S	4	2	4	1	3
State Patrol Offices	S	4	3	4	2	3
County Jails	S	4	1	3	1	2
Old Age	T	4	3	3	3	4
Catholic Churches	S	4	4	4	4	4
Makes Political Speeches	B	4	2	4	2	3
Slums	S	4	2	4	2	3
Psychiatric Receiving Center	S	4	3	4	3	4
Is Not Active Politically	B	4	4	4	4	4
Boys' or Girls' Private School	S	4	4	4	4	4
Becomes a Member of Consumer's Cooperative for Food, Gasoline, etc.	B	4	5	4	4	4
Settlement House	S	4	4	4	4	4
Driving School	S	4	4	4	4	4
Owns Car	B	4	4	4	4	4
Bible School	S	4	4	4	4	4
Teaches After Marriage (Women)	B	4	4	4	4	4
Uses Lipstick	B	4	4	4	4	4
Stays Home at the First Sign of a Cold or Illness	B	4	4	4	4	4
Children's Home (For Orphans)	S	4	4	4	4	4

Table 4.1, Continued

Item	Aspect	Own Norm	Gen. Other	College Students	Parents	Teachers
Superintendent of School's Office	S	4	5	4	5	4.5
Junior College	S	4	5	5	5	5
Writes up Experiments and Puts Them Into the Form of a Report or Articles for a Magazine	B	4	4	5	4	5
Denies Special Privileges to Obstreporous Pupils	B	4	5	4	5	5
Has a Rigid Course of Training	B	4	5	5	5	5
Meticulousness	T	5	5	4	5	5
Thrift	T	5	5	4	6	6
Gets Supervisor to Teach in Order to Learn Better Methods	B	5	4	5	5	5
Religiousness	T	5	5	4	6	5
Public Museums	S	5	6	5	6	6
Refrains from Engaging in Political Activity While on Duty	B	5	6	5	6	6
Uses the Simple Illustrations	B	5	5	5	5	5
Seriousness	T	6	6	5	6	6
Popularity	T	6	6	6	6	6
Entertaining Ways	T	6	5	5	5	5
Animation	T	6	5	6	6	6
Public Art Galleries	S	6	6	6	6	6
Bookstores	S	6	6	5	6	6
Decisiveness	T	6	6	6	6	6
Follows a Definite Procedure to Gain Objective	B	6	6	6	6	6
Normality	T	6	7	6	7	6
Educational Workshops	S	6	6	6	6	6
Good Voice	T	6	6	6	6	6
Teachers' College	S	6	7	6	7	6
Has Conventional Table Manners	B	6	6	6	7	6
Always Wears a Pleasant Expression	B	6	6	6	6	6
Friendliness	T	6	6	6	6.5	6
Progressiveness	T	6	6	7	6	6
Signs his Name for Library Books when Taking Them Out	B	6	5	5	6	6
Admits Frankly to the Principal His Inability to Handle a Situation	B	6	6	6	6	6
Checks Work Plans with Previous Ones in Order to Correct Faults Discovered	B	7	6	6	6	6

Table 4.1, Continued

Item	Aspect	Own Norm	Gen. Other	College Students	Parents	Teachers
Looks for New Materials in the Library	B	7	6	6	6	6
Follows up the Recitation	B	7	6	6	6	7
Broad Interest	T	7	6	7	6	6
Courtesy	T	7	7	6	7	7
Emotional Stability	T	7	7	7	7	7
Impartiality	T	7	7	7	7	7
Shows Much Patience When Pupils do not Understand	B	7	7	7	7	7
Lessons are Well Prepared and Presented	B	7	7	7	7	7
Sincerity	T	7	7	6	7	7
Recognizes Individual Differences	B	7	7	7	7	7

items used in the study. Each respondent also gave a few items of personal information (not reported here). A more detailed description of the methods of the Pilot Study is given in Chapter III, Volume 1 _3_/, while additional results from the Pilot Study are given in Chapter II, Volume 5 _7_/.

General Stereotypes

Table 4.1 and 4.2 present median normative and expectational ratings for the 100 items used in the Pilot Study. Crude medians (the scalar designation of the category which was most often rated by respondents) were used in constructing these tables. Items in Tables 4.1 and 4.2 are arranged in ascending median rating for own norm (or expectation) which, it will be observed is not always equivalent to ratings attributed to sentient object others. (A discussion of relationships between own and attributed cognitions is given in Volume 5.)

A number of findings may be seen in these tables. First of all, teachers are once again desired and expected to avoid gross immorality and to stress creativity, organization, excitement, and impartiality in the classroom. Without exception, the normative stereotype might be said to reflect the general values of society with teachers epitomizing the "restrained virtues."

It should also be observed that only traits and behaviors were given the extremes of normative ratings by respondents. No settings were rated either a "1" or a "7" for entrance which would seem to accord with common sense which stresses that mere knowledge of appearance in a setting is of less value than knowing what a person is doing there. It should also be noted that no items were rated either "1" or "7" for expectations of teacher performance. In selecting items for use in the Pilot Study questionnaire an attempt was made to assure an adequate distribution of both norms and expectations over the enti

Table 4.2

Median Expectation Rating for Pilot Study Items
(Items arranged in ascending median rating for own expectation)

Items	Aspect	Own Self	Gen. Other	College Students	Parents	Teachers
Drug Addiction	T[1]	2[2]	1	2	1	2
Liquor or Drug Addiction Clinic	S	2	1	2	1	2
Prisons	S	2	2	2	2	2
County Jails	S	2	2	2	2	2
Beer Supply Company	S	2	2	2	2	2
Insobriety	T	2	2	2	2	2
Taverns	S	2	2	2	2	2
Associates with Persons of Questionable Character	B	2	2	2	2	2
Billiard Parlors	S	2	2	2	2	2
Makes Political Speeches	B	2	2	2	2	2
Sexual Immorality	T	2	2	2	2	2
Deficient Auditory Sense	T	2	2	2	2	2
State Patrol Office	S	2	2	2	2	2
Psychiatric Receiving Center	S	2	2	2	2	2
Horse Race Tracks	S	2	2	2	2	2
Police Station	S	2	2	2	2	2
Dog Race Tracks	S	2	2	2	2	2
Just Sits in Classroom	B	2	3	3	2	2
Sissiness	T	3	2	3	2	2
Dreamy Manner	T	3	2	2	2	2
Presents Alibi Instead of Completed Work	B	3	3	3	2	2
Sarcastic and Abusive Manner	T	3	2	3	2	2
Depression	T	3	2	3	2	2
Minister-like Appearance	T	3	3	3	3	2
Slums	S	3	2	2	2	2
Writes up Experiments and Puts Them Into the Form of a Report or Articles for a Magazine	B	3	3	3	3	3

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[1] Items marked "T" are Traits, "B" are Behaviors, and "S" are Settings.

[2] All numbers refer to crude medians on the following scale:

1 No teachers do this
2 Very few teachers do this
3 A minority of teachers do this
4 About half of teachers do this
5 A majority of teachers do this
6 Almost all teachers do this
7 All teachers do this

Table 4.2, Continued

Items	Aspect	Own Self	Gen. Other	College Students	Parents	Teachers
Profanity	T	3	2	3	2	2
Stays Home at the First Sign of a Cold or Illness	B	3	3	3	3	3
Shows Peevishness at Having to Take a Slow Pupil or Group	B	3	3	3	2	3
Sets a Higher Standard of Behavior for Neighbor's Children Than for Own Children	B	3	3	3	3	2
Old Maidishness	T	3	3	3	3	3
Uses Shop to Manufacture Articles for Own Use	B	3	3	3	3	3
Straight-lipped Expression	T	3	3	3	3	3
Clears Voice Frequently	B	3	3	3	3	2
Boasts About Education and Training	B	3	3	3	3	3
Old Age	T	3	3.5	3	3	3
Jealousy	T	3	3	3	2	3
Impersonal Attitude	T	3	4	3	3	3
Lets Minor Things Arouse and Worry Him	B	3	3	3	3	3
Objects to Taking Part in Assembly Program	B	3	3	3	3	3
Settlement House	S	3	3	2	3	3
Boy's or Girl's Private School	S	3	3	3	3	3
Ineffectiveness	T	3	3	3	2	2
Children's Home	S	3	4	3	3	3
Becomes a Member of Consumer's Cooperative for Food, Gasoline, etc.	B	3	3	3	3	3
Gets Supervisor to Teach in Order to Learn Better Methods	B	3	4	4	4	4
Autocratic Attitude	T	3	3	3	3	3
Driving School	S	3	3	3	3	3
Talks Shop All the Time Out of School	B	3	4	3	3	3
Gossips	B	3	3	3	3	3
Wrinkles	T	4	4	4	4	4
Catholic Churches	S	4	4	4	3	3
Has a Rigid Course of Training	B	4	4	4	3	4
Speaks Rapidly When Discussing a Question of Interest to Him	B	4	4	4	4	4
Entertaining Ways	T	4	4	4	4	4
Bible School	S	4	4	4	4	4
Wants to Stop at Three O'Clock	B	4	4	3	3	3
Stops Pupils During an Enjoyable Activity to Correct Them	B	4	4	4	3	3

Table 4.2, Continued

Items	Aspect	Own Self	Gen. Other	College Students	Parents	Teachers
Has Favorites Among Pupils	B	4	4	4	3	3
Junior College	S	4	4	4	4	4
Meticulousness	T	4	5	4	5	4
Is Not Active Politically	B	4	4	4	4	4
Uses the Simple Illustrations	B	4	4	4	4	5
Animation	T	4	5	4	5	5
Admits Frankly to the Principal His Inability to Handle a Situation	B	4	4.5	4	5	5
Teaches After Marriage (Women)	B	4	4	5	4	4
Always Wears a Pleasant Expression	B	4	5	5	5	4
Public Museums	S	4	5	5	5	5
Superintendent of Schools' Office	S	4	4	4	5	5
Checks Work Plans with Previous Ones in Order to Correct Faults Discovered	B	4	4	5	5	5
Public Art Galleries	S	4.5	5	5	5	5
Religiousness	T	5	5	4	5	5
Thrift	T	5	5	5	5	5
Good Voice	T	5	5	5	5	5
Seriousness	T	5	5	5	5	5
Denies Special Privileges to Obstreporous Pupils	B	5	5	5	5	5
Shows Much Patience When Pupils do not Understand	B	5	5	5	5	5
Looks for New Materials in the Library	B	5	5	5	5	5
Follows up the Recitation	B	5	5	5	5	5
Impartiality	T	5	5	5	5	5
Lessons are Well Prepared and Presented	B	5	5	5	5	6
Broad Interests	T	5	5	5	5	5
Progressiveness	T	5	5	5	5	5
Decisiveness	T	5	5	5	5	6
Friendliness	T	5	5	5	5	6
Follows a Definite Procedure to Gain Objective	B	5	5	5	5	6
Bookstore	S	5	5	5	5	5
Emotional Stability	T	5	6	5	6	6
Recognizes Individual Differences	B	5	5	5	5	5
Sincerity	T	5	6	5	6	6
Educational Workshop	S	5	6	6	6	6
Courtesy	T	5	6	5	6	6
Uses Lipstick	B	6	5	6	5	5

Table 4.2, Continued

Items	Aspect	Own Self	Gen. Other	College Students	Parents	Teachers
Owns Car	B	6	6	5	5	5
Normality	T	6	6	5	6	6
Refrains from Engaging in Political Activity While on Duty	B	6	6	5	5	6
Has Conventional Table Manners	B	6	6	6	6	6
Signs his Name for Library Books When Taking Them Out	B	6	6	5	5.5	6
Teachers' College	S	6	6	5.5	5	6

range of the cognitive rating scales. It was almost impossible, however, to find traits, behaviors, or settings which respondents were willing to say that "No" or "All" teachers were, did, or entered. This suggests that respondents are more willing to be absolutistic in values held for the teacher than in judgements about the subjective probability of teacher characteristics. One may speculate about the "absolutism" of norms as a universal tendency in American society.

Norms and Expectations

Some of the relationships in Tables 4.1 and 4.2 are not immediately obvious. For instance, although there is (once again) a general tendency for norms and expectations to be positively correlated, the relationship is not a linear one. Table 4.3 is a contingency table in which all 100 items are displayed. Entries are, of course, frequencies of items falling within cells of the table. Drawn within the table is a curved line indicating the approximate regression of norms upon expectations.

It should be noted that this curvilinear effect is similar to that observed in Chapter II. Although the results are not as spectacular, teachers are expected to sin by omission rather than by commission. That is, teachers are not expected to do many things which are disapproved but are expected to not do a number of things which are approved. (Altogether there are 48 items for which norms are rated higher than expectations, while there are only 30 items for which expectations are rated higher.)

What kinds of items account for the most extreme cases of norm-expectation disparities to be found in Table 4.3? This question is answered in Figure 4.4 in which items differing by two or more scalar points (rated in terms of crude medians) are displayed. In Figure 4.4 the left-hand column gives those

Table 4.3

Relationship Between Median Own Norm and Median Own Expectation Ratings for Pilot Study Items

Median Own Norm	Median Own Expectation							
	1	2	3	4	5	6	7	Total
1		4	7	1				12
2		4	11					15
3		1	4	3				8
4		9	9	8	1	2		29
5			1	3	2	1		7
6				5	9	4		18
7				1	10			11
Total	0	18	32	21	22	7	0	100

items for which expectations were rated more highly, while the right-hand column deals with highly rated norms.

With regard to committed sins, respondents focused almost exclusively upon unpleasant habits in personal relations. Teachers were seen as (unfortunately) likely to gossip, alibi, be jealous or peevish, and the like. Notably absent were the more "important" sins of immorality, the entering of forbidden places, or trouble with the law. One gets the picture of teachers being unpleasant persons or of being (unfortunately) human.

The case for omitted sins is less clear. College student respondents felt neutrally about teachers entering such highly disapproved settings as prisons, race tracks, police stations and the like (contrast these ratings with those given in Chapter II); but they did not feel that teachers were likely to appear there. On the other hand, at the top end of the scale teachers were once again felt to reflect a human inability to keep up the desired demands of interest, patience, organization, and excitement in class. It may be suggested that college student respondents are more sophisticated with regard to settings than are community members (in Chapter II); but both groups agree that teachers sin through omission.

Summary

College student respondents in the Pilot Study tended to share a number of stereotypes with community members reported elsewhere (and particularly in Chapter II). Teachers should, according to respondents, reflect the general moral values of society in their behavior, although they were somewhat less likely to uphold the desired strictures in matters pertaining to interpersonal behavior. Although norms and expectations tended to be correlated, there was a tendency towards absolutism in norms not matched in expectations; teachers

Figure 4.4

Pilot Study Items Showing Norm-Expectation Disparities of Two Points or More

Items for which Expectations were Greater (Sins of Commission)

Sarcastic and Abusive Manner (Cell 1-3)
Ineffectiveness
Presents Alibi Instead of Completed Work
Shows Peevishness at Having to Take a Slow Pupil or Group
Sets a Higher Standard of Behavior for Neighbor's Children Than for Own Children
Gossips
Jealousy

Has Favorites Among Pupils (Cell 1-4)

Owns Car (Cell 4-6)
Uses Lipstick

Items for which Norms were Greater (Sins of Omission)

Prisons (Cell 4-2)
Dog Race Tracks
Beer Supply Company
Horse Race Tracks
Police Stations
State Patrol Offices
County Jails
Makes Political Speeches
Psychiatric Receiving Center

Gets Supervisor to Teach in Order to Learn Better Methods (Cell 5-3)

Popularity (Cell 6-4)
Entertaining Ways
Animation
Always Wears a Pleasant Expression
Admits Frankly to the Principal His Inability to Handle a Situation

Checks Work Plans with Previous Ones in Order to Correct Faults Discovered (Cell 7-4)

Looks for New Materials in the Library (Cell 7-5)
Follows up the Recitation
Broad Interests
Courtesy
Emotional Stability
Impartiality
Shows Much Patience When Pupils do not Understand
Lessons are Well Prepared and Presented
Sincerity
Recognizes Individual Differences

were generally felt to sin by omission rather than by commission; and fewer settings (for entrance) were strongly approved or disapproved than behaviors or traits. Finally, college student respondents seemed to differ from their community counterparts in having a more sophisticated acceptance of teacher entrance into such settings as race tracks, police stations, and the like. In general, however, there were strong similarities between the stereotypes displayed by community members (in other chapters) and those displayed by college students in the Pilot Study.

CHAPTER V

TRAITS VOLUNTEERED FOR TEACHERS

Introduction

What traits are thought most characteristic of teachers? Apart from behaviors (which are bounded by context) what characteristics of teachers are seen by community members as being universal and salient?

An attempt was made to answer these questions through one of the forms of the Role Study. The Role Study consisted of a series of questionnaires which were administered to 683 community representatives of such school-related positions as teachers, parents, pupils, and school administrators. Each form used in the study was designed explicitly to deal with one aspect of teacher role.

Among other questions, respondents in the Role Study were handed a sheet upon which these three were asked: (1) What general characteristics of teachers do you really like? (2) What general characteristics of teachers do you really dislike? (3) What general characteristics do you think are most often found in teachers?* These questions were designed to elicit (respectively) positive norms, negative norms, and expectations for teacher traits which were held saliently by respondent. In each case answers were written in by respondents in spaces provided.

In analysing each word or phrase volunteered by respondents, two types of codes were used. The first code dealt with the content of the response. A set of 207 coding categories was provided, and coders had the task of assessing each response for the single most dominant trait expressed. Major divisions of this code included:

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*An alternate form was also used in which questions were worded "types of teachers" rather than "characteristics of teachers." Data from these two forms are lumped together in this Chapter. See also Chapter V, Volume 1 3 /.

Actions (what the teacher does) - 86 categories

Manners (the style with which behavior is performed) - 66 categories

Imputed Cognitive Structures (motivations or other hypothetical constructs assigned to teachers) - 19 categories

Features - 11 categories

Backgrounds (previous experiences of the teacher) - 21 categories

Reactions of Others - 4 categories

It will be seen from the above description that coding tended to be in very molecular categories with only a few close synonyms defining a code category.

The second code dealt with apparent scale point of the response; that is, whether presence or absence of the given trait was specified by the respondent. Apparent scale point was scored in terms of a five-point scale:*

Point 1 - positive (presence)

Point 2 - qualified positive (qualified presence)

Point 3 - true mid-point

Point 4 - qualified negative (qualified absence)

Point 5 - negative (absence)

Once again, a single scale point rating was given to each response.

In all, approximately 12,000 codable references were given, or seventeen per respondent. Two basic types of analyses were performed on these data. In the first, concerned with content usage, responses were analysed for trait saliency in terms of the number of respondents volunteering each category. It may be assumed that traits of teachers which are volunteered by many respondents are present in cognitive structures, are used to map characteristics of teachers, and are regarded by respondents as important -- if not critical -- in teacher description. Thus, examination of content usage indicates those trait contents which are seen as most critical in a description of teacher role.

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* This technique is referred to as the modal point method in Volume C, Chapter VII and contrasts with the cognitive strength method used in Chapters II and III.

The second, or scale point, analysis dealt with the exact qualities which were associated with teachers and which were volunteered by community respondents. Thus, it is all very well to know (from the content usage analysis) that Firmness is an issue by which respondents judge teachers. But do they desire Firmness or Leniency in teachers? This latter question was presumably answerable in terms of examining apparent scale points for salient traits.

A more complete description of the methods used in the Role Study may be found in Chapter V of Volume 1 3 /, while the code used to analyse data reported here is found in Appendix E_6 of that volume.

The Content of Volunteered Traits

Tables appearing in this chapter summarize usage for the 53 most salient trait categories used by respondents. Lumping together responses from all three types of cognitions, only 53 items were used by 5% or more of respondents. Table 5.1 shows total usage, normative usage, and expectational usage for each item. In looking at this table it should be noted that n's and percentages indicated are those for respondents (not responses). That is, each respondent using a trait category one or more times was counted once only. The N's indicated at the head of each column were those for respondents who gave at least one answer to the question representing each cognition type. Table 5.1 does not show percentages of usage which fell below 5%. These latter are given, however, in Tables 5.5, 5.6 and 5.7.

Several findings may be observed for Table 5.1.

5.11 There were more manner categories with high frequency of usage. It will be observed that whereas (on a total use basis) 8 manner frameworks

Table 5.1

Trait Frameworks Used by 5% or More of All Community Respondents by Type of Use*

Trait Framework	Total Use (N=672) (n)	Total Use (N=672) %	+Norm Use (N=672) (n)	+Norm Use (N=672) %	- Norm Use (N=649) (n)	- Norm Use (N=649) %	Exp. Use (N=617) (n)	Exp. Use (N=617) %
Action Frameworks								
Does not discriminate**	195	29.0			171	26.3	38	6.2
Helps	168	24.9	117	17.4			91	14.7
Is Broad-minded	158	23.5	51	7.6	96	14.8	58	9.4
Cooperates	114	16.9	61	9.1	41	6.3	56	9.1
Controls self	91	13.5			66	10.2		
Controls others	81	12.1	51	7.6	41	6.3		
Discusses	78	11.6	37	5.5			38	6.2
Expresses satisfaction	63	9.4			52	8.0		
Enforces	58	8.6						
Disciplines	57	8.5						
Improves	41	6.1						
Encourages	37	5.5						
Permits	34	5.1						
Manner Frameworks								
Thoughtfully	225	33.5	144	21.4	54	8.3	117	18.9
Firmly	221	32.9	151	22.5	98	15.1	82	13.3
Friendly	193	28.7	134	19.9	47	7.2	99	16.0
Professionally	169	25.1	43	6.4	92	14.2	96	15.5
Lovingly	164	24.4	95	14.1			95	15.4
Fairly	154	22.9	91	13.5	64	9.9	63	10.2
Well-groomed	145	21.6	74	11.0	79	12.2	59	9.6
Humorously	140	20.8	116	17.3			54	8.8
Patiently	133	19.8	71	10.6	47	7.2	59	9.6
Orderly	132	19.6	92	13.7	36	5.5	63	10.2
Kindly	131	19.5	78	11.6	37	5.7	59	9.6
Happily	129	19.2	48	7.1	77	11.9	41	6.6
Pleasantly	127	18.9	99	14.7			47	7.6
Knowledgeably	126	18.7	96	14.3			51	8.3
Good	115	17.1	52	7.7			86	13.9
Reasonably	107	15.9			78	12.0	38	6.2
Sincerely	96	14.3	42	6.2	36	5.5	46	7.4
Diligently	79	11.8			34	5.2	46	6.5
Personably	77	11.5	60	8.9			35	5.7
Interesting	58	8.6	34	5.1				
Ethically	56	8.3						
Courteously	50	7.4						
Honestly	50	7.4					33	6.3
Creatively	43	6.4						
Democratically	40	5.9						
Certainty	39	5.8						
Cleanliness	38	5.7						
Enthusiastically	37	5.5						
Appropriately	35	5.2						
Modern	34	5.1						

Table 5.1, Continued

Trait Framework	Total Use (N=672) (n)	Total Use (N=672) %	+Norm Use (N=672) (n)	+Norm Use (N=672) %	-Norm Use (N=649) (n)	-Norm Use (N=649) %	Exp. Use (N=617) (n)	Exp. Use (N=617) %
Imputed Cognitive Structures								
Interested in	183	27.2	93	13.8	57	8.7	110	17.8
Able to	121	18.0	54	8.0	32	4.9	65	10.5
Motivated to	86	12.8					56	9.1
Enjoys	84	12.4	47	6.9			45	7.3
Features								
Young	79	11.7			36	5.5	42	6.8
Smart	46	6.8					31	5.0
Pleasant Voice	44	6.5						
Attractive	36	5.4						
Backgrounds								
Well Educated	68	10.1	42	6.2			44	7.1
Participates in Community	39	5.8						

* Percentages < 5% are given in Tables 5.5, 5.6, and 5.7.

** All frameworks are designated with a term expressing the positive end of the trait scale.

Table 5.2

Trait Frameworks Used by a Plurality of Respondents in the Community by Type of Response

Total Use	+Norm Use	-Norm Use	E Use
Thoughtfully (33.5)*	Thoughtfully (21.4)*		Thoughtfully (18.9)*
Firmly (32.9)*	Firmly (22.5)*	Firmly (15.1)*	
Does not discriminate (29.0)*		Does not discriminate (26.3)*	
Friendly (28.7)*	Friendly (19.9)*		Friendly (16.0)*
Interested in (27.2)*			Interested in (17.8)*
Professionally (25.1)			Professionally (15.5)
	Helps (17.4)*		
	Humorously (17.3)		
			Lovingly (15.4)*

* Items dealing primarily with teacher-pupil interaction and probably related to the area of emotional support.

Table 5.3

High Frequency Trait Frameworks Used by Respondents Classified by Cognitive Usage*

	High E		Low E	
	High +N	Low +N	High +N	Low +N
High -N	Fairly Well-groomed	Professionally		Does not discriminate Is broadminded
Low -N	Helps Thoughtfully Friendly Lovingly Interested in		Firmly Humorously	

* Items included: (1) Were given by 20% or more of all respondents (ignoring type of cognition distinctions). (2) Were listed primarily in terms of the highest frequency of responses given by cognition type. (3) Were concluded to be "low" on a given type of cognition when a difference of 5% or more separated them from the highest frequency given.

were used by more than 20% of community respondents and 11 were used by between 10% and 19.9% of respondents, that only 13 frameworks were used by more than 10% of community respondents in all other categories combined! This dominance of high-frequency manner categories holds up in positive norm, negative norm and expectational usage alike.

5.12 Some Frameworks were used for only certain types of cognitions. Whereas some content areas (for instance Fairly) appear to be applied equally to all three types of cognitions by respondents, others are applied to but one or two types. Examples are Does not discriminate which was applied almost exclusively to negative norms and Lovingly which was used for both positive norms and expectations.

5.13 There were fewer high frequency response categories for negative norms. It will be observed that whereas 8 frameworks were used by more than 10% of respondents when giving negative norms, 14 were used when giving positive norms and 11 in giving expectations.

5.14 High frequency response categories for negative norms tended to be action oriented. Of the 8 frameworks used by more than 10% of community respondents in negative norms, 3 were teacher action categories. Only one action category (Helps) was expressed by respondents more than 10% of the time for either positive norms or expectations. Correspondingly, there is a reducation in frequency of respondent usage of manner frameworks in negative norms. Five frameworks were used by more than 10% of respondents, while 12 were used in expressing positive norms and 8 in expressing expectations.

Table 5.2 is derived from Table 5.1 and is designed to display only those items used by a majority of respondents. Findings 5.11 and 5.13 may also be observed in Table 5.2. Restated, Table 5.2 was designed for the purpose of displaying the dominant content of community teacher role framework usage.

5.21 Concern with teacher's emotional support of pupil seemed uppermost. Of a total of nine high use frameworks, it will be observed that only two (Humorously and Professionally) probably did not deal with teacher-pupil interaction, and more specifically with the area of emotional support. Furthermore, there is little evidence to suggest that this dominant ideology was a function of a type of cognition.

Table 5.3 is also derived from Table 5.1 but is used primarily to display in detail the relationship between types of cognitions and frequency of framework usage. Table 5.3 gives a detailed breakdown of finding 5.12.

5.31 There are no frameworks used only for expectations. All frameworks used for expectations (with high frequency) were also used for either positive or negative norms or both.

5.32 There are no frameworks which were used for both positive and negative norms which were not also expectational. Two frameworks (Fairly and Well groomed) were used with high frequency for positive and negative norms. Both are also matched with high expectational frequencies.

5.33 Positive and negative norms' frameworks tend to be independent. Ten out of the twelve items appearing in Table 5.3 were either High -N and Low +N or Low +N and High -N, hence tending to form non-overlapping sets. Those items which were used exclusively for negative norms (Professionally, Does not discriminate, Is broadminded) tend to imply a negatively sanctioned activity which contrasts with a neutral lack of activity. Correspondingly, those items which were used exclusively for positive norms (Helps, Thoughtfully, Friendly, Lovingly, Interested in, Firmly, and Humorously) tend to imply positively sanctioned and neutral activity.

5.34 Items used in negative norms imply regions of conflict. Those frameworks which were used with high frequency by respondents in negative norms (Fairly, Well-groomed, Professionally, Does not discriminate, and Is broadminded) tend to be items about which it may be presumed that conflict exists. Conflict may be in the form of differential norms which were held by different persons for teacher behavior or between norms and teacher inclinations. In contrast, those frameworks used in positive norms read like the Scout Law or sound like a description of Jackie Armstrong.

Table 5.4 is a distinct treatment of the basic data and is not dependent upon Table 5.1. Table 5.4 presents the raw total frequencies of responses, the percentages which each figure represents of all responses for a given type of cognition, and the average number of respondents using frameworks. In interpreting Table 5.4, it is necessary to call the reader's attention to the fact that the figures presented are spurious totals in which respondents are added up many times over as they have given more than one type of response. (This is similar to the ubiquitous "number of students" handled by a given professor.)

5.41 Manner responses dominate. It is to be observed that more than 50% of all responses given were coded as manners. This is despite the fact that only 33% of available categories were manner oriented.

5.42 Actions appeared more often in negative norms. Despite the domination of manners, a sharp increase in action frameworks seems to be characteristic of negative norms. The increase over positive norms and expectations is more than 10%. Decrease in the other five general categories seems to be general.

Table 5.4

Total Number of Trait Responses by Type of Cognition**

Type of Response and No. of Code Categories Available	Total Use	+Norm Use	-Norm Use	Exp. Use
Actions 86	1678 (26.59) 19.51	693 (22.32) 8.06	780 (34.54) 9.07	642 (22.43) 7.47
Manners 66	3541 (56.10) 53.65	1897 (61.10) 28.74	1237 (54.78) 18.74	1610 (56.25) 24.39
Imputed Cog. Structs. 19	541 (8.57) 28.47	247 (7.95) 13.00	124 (5.49) 6.53	313 (10.94) 16.47
Features 11	259 (4.10) 23.55	119 (3.83) 10.82	79 (3.50) 7.18	129 (4.51) 11.73
Backgrounds 16	235 (3.72) 14.69	110 (3.54) 6.88	32 (1.42) 2.00	146 (5.10) 9.12
Reactions of Others 4	58 (.92) 14.50	39 (1.26) 9.75	6 (.27) 1.50	22 (.77) 5.50
Total 202	6312 (100) 31.25	3105 (100) 15.37	2258 (100) 11.18	2862 (100) 14.17

Legend: Frequency (% of Total)
Average number*

* of respondents using each type of trait framework

** Frequencies given represent number of respondents who utilized (at least once) each framework summed across frameworks involved.

The Scaling of Volunteered Traits

Once again, in analysing the scale points which represented respondent specifications as to what was wanted, not wanted, and expected of teachers, the decision was made to focus upon those trait items which were used by 5% or more of respondents. Consequently, the same 53 items which were listed in Table 5.1 formed the basis for the scale point analysis.

Tables 5.5, 5.6 and 5.7 present a listing of the average (mean) scale point assigned by respondents for all 53 items and for positive norms, negative norms, and expectations respectively. Also included within these tables are the n's and %'s of usage and the type of trait category represented for each content framework. In interpreting the findings presented in these tables it will be recalled that a scale point of "1" corresponds to presence of the item (or a positive statement regarding the item) while "5" indicates absence (or a negative statement). Thus we find in Table 5.5 that 51 respondents agreed unanimously that being Broadminded was a trait they desired of teachers, but (at the end of Table 5.5) that 26 respondents tended to be ambivalent as to whether they wanted a Young or an Old teacher. It should also be noted that the negative end of each trait scale is noted in the legend of Table 5.6 (for ease in understanding what is said). Thus we discover - in contrast to the findings of Table 5.5 - that 36 respondents tended to dislike an Old teacher (fifth line of Table 5.6).

A number of similar findings may be observed in Tables 5.5, 5.6, and 5.7.

5.51 For positive norms, over one-half (57%) of the fifty-three traits examined were rated at an average point of 1.000. Thus, respondents tended to give traits with unqualified statements of presence when describing positive norms for the teacher. We also note that in no case was a trait given an average scale point greater than 2.500.

Table 5.5

Average Scale Point for Positive Norm Traits (N = 672)

Trait Framework	n	Average Point Rated	Type	Percentage of Respondents using for + Norm
Broadminded	51	1.000	A	7.6
Controls	51	1.000	A	7.6
Cooperates	61	1.000	A	9.1
Encourages	23	1.000	A	3.4
Expresses Satisfaction	4	1.000	A	.6
Helps	117	1.000	A	17.4
Improves	15	1.000	A	2.2
Permits	20	1.000	A	3.0
Discusses	37	1.000	A	5.5
Certainty	16	1.000	M	2.4
Cleanliness	23	1.000	M	3.4
Democratically	16	1.000	M	2.4
Diligently	15	1.000	M	2.2
Enthusiastically	19	1.000	M	2.8
Ethically	29	1.000	M	4.3
Friendly	134	1.000	M	19.9
Honestly	25	1.000	M	3.7
Knowledgeably	96	1.000	M	14.3
Lovingly	95	1.000	M	14.1
Orderly	92	1.000	M	13.7
Professionally	43	1.000	M	6.4
Sincerely	42	1.000	M	6.2
Thoughtfully	144	1.000	M	21.4
Well-groomed	74	1.000	M	11.0
Interesting	34	1.000	M	5.1
Enjoys	47	1.000	ICS	7.0
Interested in	93	1.000	ICS	13.8
Pleasant Voice	25	1.000	F	3.7
Participates in Community	13	1.000	B	1.9
Well educated	42	1.000	B	6.2
Patiently	71	1.014	M	10.6
Personably	60	1.017	M	8.9
Good	52	1.019	M	7.7
Fairly	91	1.022	M	13.5
Humorously	116	1.026	M	17.3
Kindly	78	1.026	M	11.6
Courteously	31	1.032	M	4.6
Enforces	30	1.033	A	4.5
Intelligent	21	1.048	F	3.1
Pleasantly	99	1.051	M	14.7
Happily	48	1.083	M	7.1
Attractive	24	1.083	F	3.6
Able to	54	1.093	ICS	8.0

Table 5.5, Continued

Trait Framework	n	Average Point Rated	Type	Percentages of Respondents using for + Norm
Motivated to	33	1.121	ICS	4.9
Controls self	24	1.125	A	3.6
Disciplines	25	1.160	A	3.7
Reasonably	24	1.208	M	3.6
Appropriately	9	1.222	M	1.3
Creatively	19	1.421	M	2.8
Does Not Discriminate	28	1.464	A	4.2
Firmly	151	1.503	M	22.5
Modern	15	1.533	M	2.2
Young	26	2.500	F	3.9

Table 5.6

Average Scale Point for Negative Norm-Traits (N = 649)

Trait Framework	n	Average Point Rated	Type	Percentage of Respondents Using for + Norm
Leniently (Not Firmly)	98	2.827	M	15.1
Doesn't Enforce	20	3.200	A	3.1
Unfriendly	47	3.667	M	7.2
Doesn't Permit	14	4.000	A	2.2
Doesn't Discuss	32	4.031	A	4.9
Old	36	4.083	F	5.5
Doesn't Discipline	27	4.111	A	4.2
Old-fashioned	11	4.545	M	1.7
Stupid	7	4.571	F	1.1
Discourteously	13	4.692	M	2.0
Unattractive	4	4.750	F	.6
Not Good	36	4.789	M	5.5
Unenthusiastically	5	4.800	M	.8
Unethically	20	4.800	M	3.1
Not Lovingly	25	4.800	M	3.9
Doesn't Control	41	4.805	A	6.3
Impatiently	47	4.830	M	7.2
Not Well Educated	15	4.867	B	2.3
Doesn't Cooperate	41	4.878	A	6.3
Lazily	34	4.882	M	5.2
Insincerely	36	4.889	M	5.5
Unkindly	37	4.892	M	5.7
Not Personable	10	4.900	M	1.5
Not Well-groomed	79	4.911	M	12.2
Discriminates	171	4.930	A	26.3
Lacking Knowledge	31	4.935	M	4.8
Unfairly	64	4.938	M	9.9
Not Broadminded	96	4.958	A	14.8
Not interested in	57	4.965	ICS	8.8
Not able to do	32	4.969	ICS	4.9
Unprofessionally	92	4.978	M	14.2
Unthoughtfully	54	4.981	M	8.3
Lacks Self Control	66	4.985	A	10.2
Unhappily	77	4.987	M	11.9
Doesn't Encourage	5	5.000	A	.8
Doesn't Express Satisfaction	52	5.000	A	8.0
Not Helpful	18	5.000	A	2.8
Doesn't Improve	11	5.000	A	1.7
Inappropriately	27	5.000	M	4.2
Certainty	16	5.000	M	2.5

Table 5.6, Continued

Trait Framework	n	Average Point Rated	Type	Percentage of Respondents using for + Norm
Cleanliness	6	5.000	M	.9
Creatively	15	5.000	M	2.3
Autocratically	19	5.000	M	2.9
Honestly	12	5.000	M	1.8
Lacking Humor	25	5.000	M	3.9
Not Orderly	79	5.000	M	12.2
Unpleasantly	21	5.000	M	3.2
Unreasonably	78	5.000	M	12.0
Not interesting	18	5.000	M	2.8
Doesn't Enjoy	10	5.000	ICS	1.5
Not Motivated to	8	5.000	ICS	1.2
Unpleasant Voice	18	5.000	F	2.8
Doesn't Participate	6	5.000	B	.9

Table 5.7

Average Scale Point for Expected Traits (N = 617)

Trait Framework	n	Average Point Rated	Type	Percentages of Respondents using for + Norm
Pleasantly	47	1.021	M	7.6
Courteously	24	1.042	M	3.9
Cleanliness	17	1.059	M	2.8
Enjoys	45	1.067	ICS	7.3
Orderly	59	1.111	M	9.6
Lovingly	95	1.200	M	1.5
Attractive	9	1.222	F	1.5
Pleasant Voice	17	1.235	F	2.8
Honestly	33	1.242	M	5.3
Friendly	99	1.273	M	16.0
Helps	91	1.286	A	14.7
Improves	27	1.295	A	4.4
Ethically	30	1.300	M	4.9
Good	63	1.326	M	10.2
Sincerely	46	1.326	M	7.5
Kindly	59	1.339	M	9.6
Thoughtfully	117	1.436	M	19.0
Cooperates	56	1.482	A	9.1
Intelligent	31	1.516	F	5.0
Motivated to	56	1.518	ICS	9.1
Humorously	54	1.519	M	8.7
Interested in	110	1.573	ICS	17.8
Encourages	15	1.600	A	2.4
Diligently	46	1.652	M	7.5
Enthusiastically	21	1.667	M	3.4
Knowledgeably	51	1.667	M	8.3
Well-groomed	59	1.746	M	9.6
Patiently	59	1.780	M	9.6
Personably	35	1.800	M	5.7
Firmly	82	1.841	M	13.3
Participates in Community	29	1.931	B	4.7
Fairly	63	1.968	M	10.2
Discusses	38	1.974	A	6.2
Able to	65	2.000	ICS	10.5
Well Educated	44	2.045	B	7.1
Permits	18	2.056	A	2.9
Enforces	24	2.167	A	3.9
Interesting	20	2.200	M	3.2
Disciplines	13	2.231	A	2.1
Happily	41	2.268	M	6.6

Table 5.7, Continued

Trait Framework	n	Average Point Rated	Type	Percentages of Respondents using for + Norm
Controls	21	2.429	A	3.4
Modern	14	2.500	M	2.3
Certainty	14	2.571	M	2.3
Professionally	96	2.615	M	15.6
Controls Self	26	2.769	A	4.2
Broadminded	58	2.966	A	9.4
Creatively	23	2.957	M	3.7
Young	42	3.333	F	6.8
Reasonably	38	3.368	M	6.2
Does Not Discriminate	38	3.526	A	6.2
Democratically	13	3.615	M	2.1
Appropriately	2	3.667	M	.3
Expresses Satisfaction	16	4.250	A	2.6

5.61 In contrast, respondents tended to describe unwanted teacher traits with negative statements or phrases which indicated the absence of a desired quality. Thus, 36% of the fifty-three traits examined were rated at an average point of 5.000. At the same time, a much larger proportion of traits were given some degree of qualification or ambivalence; and one trait, Leniently (or Firmly) actually fell below the mid-point of the scale. It would seem that expressions volunteered for negative norms tended to be qualified or disagreed upon more than were positive norms.

5.71 In contrast with the two former findings, traits for expectations were spread out over most scale positions. In fact, no items were found at the unequivocal positions of 1.000 or 5.000. At the same time, 89% of all items received average scale point ratings of less than 3.000. In other words, despite qualifications and disagreements, respondents tended to give expected traits of teachers in positive terms (as they did positive norms).

5.52 (5.62, 5.72) There was no relationship to be found between proportion of usage of traits by respondents and scale points rated for either norms or expectations.

5.53 (5.63, 5.73) There was no specific relationship to be found between type of trait (action, manner, etc.) and scale point rated for either norms or expectations.

5.64 Disagreement was most marked for two items, Firmly (or Leniently) and Enforces. These items led in ambivalency for negative norms and were also high on both positive norms and expectations.

But what of the apparent relationship between average ratings given to positive norms and expectations, and the corresponding lack of relationship between these ratings and those given to negative norms? Table 5.8 presents an analysis of these relationships. This table displays significant differences between the average (rank mean) scale points for positive and negative norms and expectations. Significances for Table 5.8 were computed using the Mann-Whitney z_U and a computer routine for the Burroughs 205 which is described in Volume C /8/. The Mann-Whitney z_U is, of course, a rank equivalent of the mean difference and was felt appropriate for use with scale-pointed data since the scales involved met only rank assumptions.

In interpreting Table 5.8 the presence of an asterisk indicates that a significant difference was found between the rank means of the two original distributions. Thus, we find that while there was no significant difference between the rank means given to Improves for expectations and positive norms there was a significant difference between the rank means of the distributions for the same item used for negative norms and either positive norms or expectations.

It is not surprising to discover - in column 2 of Table 5.8 - that the rank means of positive and negative norms are significantly different (without exception). Indeed, were they not significantly different this would indicate that respondents were telling us that they approved and disapproved of exactly the same teacher trait! But this raises an interesting question. In Table 5.6 we listed the negative end of the point scale for each trait on the grounds that it improved comprehension. This implies that we assume negative norms must be a "mirror" or "reversed" image of their positive norm counterparts. If a trait is strongly approved, then its lack must (likewise) be strongly disapproved.

This last assumption is testable in our data, and the results are presented in columns 4 and 5 of Table 5.8. For each of these columns we inverted the negative norm distribution (that is, assigned a scale point of "1" to all cases which had previously been coded "5", etc.) and then once more tested it against

Table 5.8

Significant Differences Among Positive and Negative Norms and Expectations for Traits of the Teacher

Trait Frameworks	(1) E vs +N	(2) +N vs -N	(3) E vs -N	(4) (Inverted) +N vs -N	(5) (Inverted) E vs -N
Action Frameworks					
Doesn't Discriminate	***	***	***	***	***
Helps	***	***	***	---	---
Broadminded	***	***	***	---	***
Cooperates	***	***	***	---	---
Controls Self	***	***	***	*	***
Controls Others	***	***	***	---	***
Discusses	***	***	***	***	---
Expresses Satisfaction	***	***	***	---	***
Enforces	**	***	---	***	---
Disciplines	**	***	**	---	---
Improves	---	***	***	---	---
Encourages	*	***	***	---	---
Permits	**	***	*	**	---
Manner Frameworks					
Thoughtfully	***	***	***	---	**
Firmly	---	***	***	***	***
Friendly	***	***	**	**	---
Professionally	***	***	***	---	***
Lovingly	***	***	***	**	---
Fairly	***	***	***	---	***
Well-groomed	***	***	***	---	***
Humorously	***	***	***	---	*
Patiently	***	***	***	---	***
Orderly	*	***	***	---	---
Kindly	---	***	***	---	---
Happily	***	***	***	---	***
Pleasantly	---	***	***	---	---
Knowledgably	***	***	***	---	**
Good	***	***	***	---	---
Reasonably	***	***	***	**	***
Sincerely	*	***	***	---	---
Diligently	---	***	***	---	*
Personably	***	***	***	---	---
Interestingly	***	***	***	---	**
Ethically	---	***	***	---	---
Courteously	---	***	***	---	---
Honestly	---	***	***	---	---
Creatively	**	***	***	---	***
Democratically	***	***	**	---	***

Table 5.8, Continued

Trait Frameworks	(1) E vs +N	(2) +N vs -N	(3) E vs -N	(4) (Inverted) +N vs -N	(5) (Inverted) E vs -N
Manner Frameworks					
Certainty	**	***	***	---	**
Cleanliness	---	***	***	---	---
Enthusiastically	*	***	**	---	---
Appropriately	*	***	***	---	***
Modern	---	***	*	---	---
Imputed Cognitive Structures					
Interested in	***	***	***	---	**
Able to do	***	***	***	---	***
Motivated to do	*	***	***	---	---
Enjoys	---	***	***	---	---
Features					
Young	*	***	*	*	***
Intelligent	*	***	***	---	---
Pleasant Voice	---	***	***	---	---
Attractive	---	***	***	---	---
Backgrounds					
Well educated	***	***	***	*	---
Participates in Community	*	***	***	---	---

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* Rank means were significantly different at $.01 < p < .05$.

** Rank means were significantly different at $.001 < p < .01$

*** Rank means were significantly different at $p < .001$.

the original positive norm and expectation distributions. Not too surprisingly there were fewer significant differences when data for negative norms were inverted than when they were in their original form.

A number of findings may be taken directly from Table 5.8.

5.81 Without exception, average positive norm trait ratings were significantly different from (non-inverted) negative norm ratings. By the same token, there were few significant differences between positive norm ratings and inverted negative norm ratings. Apparently respondents, on the whole, tended to mirror positive norms in the negative norms they gave.

5.82 By way of contrast, there were a good many significant differences between normative ratings given and expectational, although rather more for negative than positive norms. Specifically, however, expectations for the traits, Enforces, Permits, and Democratically were more similar to negative norms than to positive norms. It is quite clear from these data that community respondents do not expect the same traits that they most desire of teachers - that is if we can trust their volunteered statements.

There are, of course, a number of specific findings which appear in columns 1, 4, and 5 of Table 5.8. Table 5.9 has been prepared in order to display these more effectively. We have included in this latter table only items which were given by 5% or more of respondents for both of the cognition types being compared. Items included are those which were either greatly significant ($p<.001$) or non-significantly ($.05<p$) different in columns 1, 4 and 5 of Table 5.8. Several findings appear in Table 5.9.

5.91 A surprisingly few traits were both desired and expected of teachers; furthermore, items showing insignificant differences between positive norms and expectations focused upon manners involved in teacher-pupil relations.

Teachers were felt to be Firm, Kind, and Pleasant (and, surprisingly, they Enjoyed themselves) and these were universally desired traits.*

5.92 In contrast, there was a long list of gripes; traits which respondents wished teachers to display but did not expect. These ran the gaumut from actions through manners, imputed cognitive structures, and even included one background (Well Educated). Teachers sin in many ways, according to respondents, by failing to live up to the standards held out for them. This contrasts sharply with the single item in Column 3 of Table 5.8 (Enforce for which the teacher is portrayed as, unfortunately, doing that which is disliked. Once again, as in Chapter II, teachers are here portrayed as sinners by omission.

5.93 There was but one high use trait for which the distribution for inverte negative norms was significantly different from that for positive norms. Firmly was not only represented in all scalar points, but respondents broke sharply and bipolarly on firmness (versus leniency) when volunteering negative norms. In other words, almost as many respondents volunteered that they disliked firmness as those who volunteered a dislike for leniency. Interestingly enough when asked for likes and expectations a strong majority volunteered firmness. This item appears to be unique in that it has a differential saliency potential (for distribution) depending upon whether positive or negative norm questions are asked. In English: Firmness appears to be a salient sin which appears only when dislikes are called for. This suggests a class of community respondents for whom "leniency" does not exist - and for whom, perhaps, the opposite of "firmness" is "neutrality."

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* To a greater extent than any other trait examined, Firmly was suggested with the greatest number of qualifying limits when expressed either as something desirable or as something expected. Though the majority of assignments fell at the positive end of the scale, this content item had greater representation in all scalar cells than any other comparison made....To examine the actual means involved in summary statements turn, once again, to Tables 5.5, 5.6, and 5.7.

Table 5.9

High-Use Traits Which Were Given Greatly Significant ($p < .001$) and Non-Significant ($.05 < p$) Differences in Usage Depending Upon Cognition*

	Expectation versus Positive Norm		Positive Norm versus Inverted Negative Norm		Expectation versus Inverted Negative Norm	
Traits Given Non-Significantly Different Usage	Firmly Kindly Pleasantly Enjoys	M M M ICS	Broadminded Cooperates Controls Others Thoughtfully Professionally Fairly Well-groomed Patiently Orderly Kindly Happily Sincerely Interested in Able to do	A A A M M M M M M M M M ICS ICS	Cooperates Friendly Orderly Kindly Sincerely	A M M M M
Traits Given Significantly Different Usage	Helps Broadminded Cooperates Discusses Thoughtfully Friendly Professionally Lovingly Fairly Well-groomed Humorously Patiently Happily Knowledgeably Good Personably Interested in Able to do Well educated	A A A A M M M M M M M M M M M M ICS ICS B	Firmly	M	Does not discriminate Broadminded Firmly Professionally Fairly Well-groomed Patiently Happily Reasonably Able to do	A A M M M M M M M ICS

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* Items included were used by 5% or more of community respondents for each cognition type considered.

5.94 Once again there is a large group of traits for which positive norm and inverted negative norm usage is insignificantly different; indeed, the item list is similar to that of disagreement from column 1.

5.95 It is no surprise, therefore, to find that for ten high-use items there is a significant difference between usage for inverted negative norms and expectations. Teachers are, once again, felt more likely to Discriminate, Be Narrow Minded, etc. than we would have predicted from a knowledge of the inverted dislikes. Once again, teachers are likely to sin by omission -- this time judged against a mirrored negative norm.

5.96 It is only when we turn to Cooperates, Friendly, Orderly, Kindly, and Sincerely that we find items for which there is no significant difference in usage between expectations and inverted negative norms. Despite differences in content, these items look remarkably like those in column 1 - they are primarily manneristic and primarily involved with teacher-pupil relations. We conclude that, on the whole, negative norms not only mirror their positive counterparts, but they are also similarly different from expectations.

Summary

These data suggest both the utility of examining open-ended responses for role content and the differential uses to which one may put responses which are normative and expectational. A tremendous canvas has been opened upon which is portrayed The Public School Teacher. Against this canvas were projected the desires, fears, and anticipations of community members. The predominant concern was with the teacher's emotional support of pupils - expressed in terms of manneristic descriptions of the teacher. Traits volunteered depended upon the type of question asked, positive norms reflecting the universal morality, negative norms reflecting areas of conflict for the teacher (and perhaps personal experiences of the respondents). In contrast with these findings for saliency, the scale points assigned (and presence or absence specified) showed clear similarity between positive and negative norms. Not only were these two types of traits insignificantly different from each other (with the exception of Firmness for which serious normative conflict appears to exist for teachers and among community members) but they showed similar patterns of relationship with expectations. Once again, teachers have been seen by community members as likely to conform to desired qualities and to sin (if at all) by omission; once again teachers must suffer the universal morality, once again teacher-pupil interaction is the primary community concern, and once again we have demonstrated the utility of differentiating positive and negative norms and expectations.

CHAPTER VI

BEHAVIORS VOLUNTEERED FOR TEACHERS

Introduction

Chapter V has presented findings dealing with community-held stereotypes for teacher traits. May similar stereotypes be found for cognitions dealing with teacher behaviors, and to what extent do such stereotypes depend upon context?

In Form One of the Role Study community respondents were asked to volunteer positive norms, negative norms, and expectations for teacher behaviors for forty specified school backgrounds.* For any given background a respondent was asked for several statements of liked, disliked, and expected teacher behavior. To reduce respondent fatigue, five copies of Form One were prepared, and each respondent was given only eight backgrounds for which teacher behaviors were to be specified. Thus, approximately 1/5 of all respondents dealt with any background, and each respondent gave several answers for any given background.

As in Chapter II, responses were coded in terms of six dimensions of content with each dimension having numerous content categories available. The six dimensions were:

Dimension I - Actions (verbal descriptions of teacher behavior)

Dimension II - Manners (adverbal descriptions of teacher behavior)

Dimension III - Imputed cognitive structures (assessments of teachers' feelings, attitudes, and the like)

Dimension IV - Purposes of behavior (end states - either those of teachers or pupils)

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* School contexts were dealt with exclusively in Form One. Another form of the Role Study was designed to deal with non-school contexts, but the data were never analysed (see Chapter V, Volume 1 _3_/).

Dimension V - Targets (social objects towards whom behavior was directed)

Dimension VI - Sub-positions of the teacher position (identifications of sub-positions to which the teacher was assigned)

Each response was coded for all six dimensions (including an empty code if the dimension was inapplicable to the response). Thus, in coded form, volunteered responses were tabulated as combinations of code categories reflecting these six dimensions only.* (Dimension VI was eventually dropped from the analysis due to infrequent usage by respondents.)

Dimensions I, II, and III were assigned a scale rating which ranged from Point 1 (doing, or the appearance of, a great deal of the item), to Point 5 (not doing, or the appearance of, little of the item). Intermediate points were used as indicated in Chapter V. Considerable flexibility was allowed for expressing subtelties of respondent usage through the use of these three independent ratings. Dimensions IV and V (and VI) were not, however, rated.

In all, more than 30,000 codable responses were given or more than fifty per respondent. Since these responses were apportioned among the eight backgrounds each respondent was given, the average number of responses for each respondent per background was less than seven which compares with the seventeen traits per respondent which formed the basis for analysis in Chapter V. It shoul also be recalled that only 1/5 of all respondents (or about 150) responded to any given background. These two facts jointly constrained the possible analyses of data from Form One.

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* Readers may note that coding of teacher traits (in Chapter V) made use of the same categories as those found in Dimensions I, II, and III. However, trait responses tended to be much shorter than behavioral responses, and the former were coded with a single, forced category chosen from one of the possible dimensions. The multi-dimensional code used in this Chapter was also, however, a modal point method as discussed in Chapter VII of Volume A _2_/ as opposed to the cognitive strength methods used in Chapters II and III.

We had planned originally to perform separate analyses for content usage and scale point (as in Chapter V). The first of these tasks was performed in fullness. As in Chapter II, the content analysis was broken into separate dimensional and gestalt analyses. In the first, each dimension was analysed separately thus revealing which actions, manners, etc., were used by community respondents most for describing teacher behaviors in various school contexts.

We had hoped to base the gestalt analysis upon unique combinations which were used throughout the forty school contexts. However, there was such variation in behaviors assigned to teachers between backgrounds that no such universal list could be assembled. Consequently, from the more than 1,000,000 possible combinations of code categories, taking all five useful dimensions simultaneously, we chose those 153 gestalten or unique combinations which were volunteered by 5% or more of respondents for at least one background. These 153 gestalten were separately coded (see Appendix A) and were also analysed for use by community respondents in various school contexts.

For several reasons no scale point analysis was made. The major reason was simply a lack of N in analysis categories. However, the following additional problems were encountered: Since three dimensions were coded for points, independent analysis of the separate dimensions did not make sense. At the same time, it was difficult to express the various combinations of pointed dimensions for gestalted involving codes from more than one pointed dimension. Finally, however, it was observed that in all scales there was a strong tendency for Point 1 to be given for positive norm and expectation codes and for Point 5 to be used exclusively for negative norms. This tendency was so strong that, in a separate analysis for positional differences in point usage, differences were only randomly significant (see Chapter IV, Volume 3 5 /). Thus, we concluded that no additional information would be gleaned from a scale point analysis, and that to know that a category was used by respondents was also to know that the behavior given was assigned to teachers.

For similar reasons, findings to be presented lump together responses given to positive norm, negative norm, and expectation questions. Since these data were uniquely useful for examining the relationship between context and role content, we felt it necessary to focus upon this relationship. At the same time, in view of the great variability in role content from context to context, it did not seem legitimate to lump together contexts so as to give sufficient N's to study differences in usage for cognition types.

Chapter VII, however, using data drawn from pre-coded behavioral questions, presents scaled stereotypes held for the teacher by community respondents and differences in stereotypes by cognition type.

A more complete description of the methods used in the Role Study may be found in Chapter V of Volume 1 [3], while the basic code used to analyse data reported here is found in Appendix E_6 of that volume.

Dimensions of Behaviors Volunteered

Altogether more than 1,000 codable behaviors were volunteered for the teacher in each school background by community respondents. Behaviors volunteere represented, of course, a variety of contents. A general display of categories used by respondents for each background is given in Appendix B. It will be observed in this appendix that categories of high use are listed for each dimension (and for the gestalt categories) and arranged by backgrounds. Frequencies listed are numbers of respondents using each category (at least once). It will also be observed that various cut-off points were used for inclusion of categories depending upon the dimension. In general, categories were listed if used by 20% or more of respondents for Dimension I, 15% or more for Dimension II, 5% or more for Dimension III, 15% or more for Dimension IV, 10% or more for Dimension V, and 10% or more for the Gestalt categories.

It will be observed in Appendix B that there is a wide variation between backgrounds in the number of listed categories. In other words, some backgrounds appeared to stimulate a wider variety of volunteered teacher behaviors than did other backgrounds. Table 6.1 has been designed to examine this problem in greater detail. In preparing Table 6.1, the total number of categories used for each dimension and background was tabulated, average usage was computed, and backgrounds exhibiting particularly high and low usage were listed. Several results may be observed in Table 6.1.

6.11 As a rule, usage of action (Dimension I) and manner (Dimension II) categories was wide for all backgrounds. Teachers are seen as doing a wide variety of things in all school contexts.

6.12 For all behavior characteristics except social targets (Dimension V) variety of categories used correlated positively with molarity of the context. As a rule, greatest usage occurred in the Public School and Classroom, settings of high molarity, while least usage occurred in particularistic contexts. The broader the context, the wider the variety of teacher behaviors volunteered.

6.13 For social targets (Dimension V), category usage was widest for contexts involving physical activity and play structure. Respondents appeared to differentiate among (pupil) positions more in these settings than in others.

Table 6.1 does not, of course, present an adequate picture of response content. Tables 6.2 through 6.6 have been prepared from Appendix B to show the

Table 6.1

Usage of Dimensional Categories and Backgrounds of High and Low Usage

Dimension	No. of Categories Available	Average No. of Categories Used	Backgrounds Showing High Usage	Backgrounds Showing Low Usage
I	88	(67.1) 76.3%	In the public school (78) Classroom (77)	Classroom when pupils talk when they shouldn't (43)
II	75	(49.0) 65.3%	In the public school (67) Classroom (60)	Study period (34) Recess period (37) Reading period. (39)
III	33	(11.2) 33.9%	In the public school (22) Classroom (17)	Classroom during a test (07) Library during a reading period (07) Halls (07) Cafeteria (07) Cafeteria while people are eating (07) Athletic Fields during a band parade or concert (07) A period of organized games (07)
IV	96	(49.4) 51.5%	In the public school (62) Recess period (60)	Laboratory while people are doing experiments (40) Laboratory (41)
V	86	(24.3) 28.3%	Playground (38) A period of organized games (38) Gym (35)	Laboratory while people are doing experiments (15) Auditorium during an assembly (16)

interaction between categorical usage and context for each of the five useful dimensions. Entries represent the percentage of respondents using each dimensional category when usages exceeded the minimum cut-off points reported in Appendix B. Eliminated from Tables 6.2 through 6.6 are: (a) Those backgrounds not reporting usage for any category for the dimension reported. (b) Those categories which were used in only one background. Finally, background and category orders have been shuffled in Tables 6.2 through 6.6 so as to show cluster of interactive relationship.

Several findings appear in Table 6.2:

6.21 A number of teacher behaviors were used in a wide variety of backgrounds. In 26 (out of 40) backgrounds teachers were seen as Verbalizing. Similarly, teachers were seen as Maintaining in 22 backgrounds, Helping in 19 settings, Observing in 15 backgrounds, Directing in 12 backgrounds, Instructing in 12 backgrounds, Stressing in 11 backgrounds, Permitting in 10 backgrounds, and Participating in 9 backgrounds. These actions appear to be dominant aspects of the teacher's role which are relatively independent of context.

6.22 At the same time, there were obviously many activities of teachers which appeared only in specific contexts. Teachers were said to Plan, for instance, only in Study Periods and Classroom during Study Periods. Similarly, teachers Answered only in Cafeterias and Halls. Similar content interpretations may be drawn by the reader from Table 6.2, and there are many of them.

6.23 Clusters of action-context may also be observed. For instance, in both the Classroom during a recitation period and Recess period teachers are said to both Listen to and Direct. Classroom during arithmetic period and

Table 6.2

Percentages of Respondents Using High-Use Dimension I Categories for Each Background

High-Use Categories

Background	Listens to	Directs	Helps	Maintains	Presence in Setting	Participates	Verbalization	Observes
Classroom during recitation period	32	27	22	30				
Recess period	27	22			25	35	22	21
Period of organized games		31				37		26
Classroom during a period of quiet games		20		34		41		
Gym during a calisthenics period		36	21			27		
Classroom during a spelling lesson		32	32	21			55	
Classroom		30	33	45			44	
Classroon during a reading period		23	41	29				
Classroom during an art period		22	51				30	
Gym		27		20		25		
Reading period		27		27			38	
Laboratory		22	25				23	
Classroom during an arithmetic period		27	48				62	
Classroom during a singing period		20	26					
Library when people are doing research			57	44			30	
Library while people are checking out books and magazines			54	40			22	
Library during a reading period			57	38			31	
Library			44	46			21	
Study period			62			48	40	
Classroom during a study period			51	44			31	
Classroom when pupils talk when they shouldn't								
Classroom during a music period			23	21				
Cafeteria while people are eating			20	50			25	
Athletic Field during a track meet				20				24
Laboratory while people do experiments			49				33	25
Athletic Fields								30
Classroom during a test			21	37				30
Cafeteria				44			29	
Playground		26		23	27	51	24	31
Athletic Field during a band parade or concert				21			22	23
Auditorium				41			32	27
Halls				48			35	
Auditorium during a PTA meeting	27					34	54	
Auditorium during an assembly						20	24	46
In the public school							26	
Grounds and walks around public school buildings							34	28
Gym during a basketball game							20	30
Auditorium during a play				38			36	28
Athletic Field during a baseball game								31
Athletic Field during a football game								29

Table 6.2, Continued

Permits	Stresses	Instructs	Reads	Evaluates	Encourages	Works	Plans	Assigns	Discriminates	Sings	Food and drink consumption	Appears to be	Cheers	Supervises	Meets	Answers	Moves about	Aware of	Leisure activity
					25				21										
														39					
23	30				20									27					
21																			
22	25	25																	
		41																	
		42		21															
				24															
24		20			22														
20	20	36																	
	24	22	22	24															
20		29						20											
	23	42						26											
	20	35								38									
			29																
			22																
			31	42		24	30										30		
				40		20	24												
24									23										
	23	41			23					22									
	21										37								
												21	16						
	22													22					
		21										26		22					
				26												22	33		
24	22										47								
27	23													37				22	
												26					22	21	
28															24	25			
															29				
																	23		
		22																20	34
														24				21	
												34	21						26
												22						20	28
												35							
												33	28						22

Table 6.3

Percentages of Respondents Using High-Use Dimension II Categories for Each Background

High-Use Categories

Background	Fairly	Firmly	Good	Quietly	Privately	Appropriately	Amount of	Clearly	Practically	Friendly
Period of organized games	16									
Classroom when pupils talk when they shouldn't	16	29			23	28	25			
Halls		17		17			18			
Library			21	19		18				
Library during reading period				34						
Library when people are doing research			21	29			18			
Library while people are checking out books and magazines			19	16						
Auditorium during a play				20		15				
Cafeteria while people are eating				15	16	15				
Reading period				22	20	26				
Classroom during a study period				25	15		20			
Classroom during a test				28		25				
Study period				27			20			
Auditorium				17			16			
Classroom during a singing period					22					
Cafeteria					18					
Classroom during a music period					17		18			
Classroom during a reading period					23	17				
Classroom					21	20	28			
Gym during a calisthenics period					15	28	17			
Classroom during a recitation period					16	20	23			
Classroom during an art period					20	23	28			
Gym						22	19			
Laboratory while people do experiments						18	16			
Playground							16			
Classroom during an arithmetic period					32	28	19	16		
In the public school						23	24		21	17
Classroom during a spelling lesson						30		31	24	
Grounds and Walks around public school buildings										17

Classroom during singing period appeared to attract similar descriptions of teacher action. Once again, various other patterns may be extracted by the reader from Table 6.2. As a rule, however, clusters of usage appeared to be independent of context molarity or type of background (whether, for instance, the background was a setting, a social situation, or both). In no case did two backgrounds evoke identical usage, however, and clusters which did appear seemed to represent functions or end-states of group activity.

In contrast with Table 6.2, Tables 6.3 and 6.4 were considerably simpler in form.

6.31 Several teacher manners appeared to be used in a wide variety of backgrounds. Respondents volunteered that teachers behaved Appropriately in 16 (out of 40) backgrounds, Privately in 13 backgrounds, and Quietly in 12 backgrounds. (Amount of, used in 16 backgrounds, was a general qualifying term always paired with an end-state.)

6.32 A few teacher manners also appeared to be uniquely used. Teachers were described as behaving Fairly in a Period of Organized Games and in the Classroom when pupils talk when they shouldn't. Similar limited usages were made of the manners, Firmly, Good, Clearly, Practically, and Friendly. However, far fewer uniquely used manners appeared than was the case for actions.

6.33 A number of backgrounds were very similar in evoking manneristic descriptions of teacher behavior. For instance, the Classroom, Gym during a calisthenics period, Classroom during a recitation period, etc. evoked similar patterns of manneristic response. There was, furthermore, little relationship between the clusters of backgrounds arranged in terms of manner

Table 6.4
Percentages of Respondents Using High-Use Dimension III Categories for Each Background

Background	High-Use Categories				
	Willing to	Attempt to	Interested in	Understanding of doing	Able to do
Library	5	6	6	7	
Library when people are doing research	9	5	15		
Study period	7	7	11		
Classroom when pupils talk when they shouldn't		13			
Cafeteria while people are eating		11			
Classroom		5	12		
Classroom during a study period		5	6		
Classroom during a reading period		7	10		
Classroom during a recitation period		10	16		
Classroom during a period of quiet games		6	16		
Library while people are checking out books and magazines		8	9		
Halls		7	5		
Auditorium		5	14		
Auditorium during a play		6	25		
Auditorium during an assembly		7	24		
Auditorium during a PTA meeting		6	21		
Gym		7	8		
Athletic Field during a football game		7	19		
Athletic Field during a baseball game		5	31		
Reading period		9	9		
Period of organized games		9	16		
Classroom during an arithmetic period		9	7	7	
Classroom during an art period		7	9	6	5
Classroom during a music period		11	10	6	7
Classroom during a singing period		10	13	6	6
Classroom during a spelling lesson			6		
Library during a reading period			10		
Playground			12		
Recess period			7		
Gym during a basketball game			32		
Athletic Fields			16		
Athletic Field during a track meet			27		
Athletic Field during a band parade or concert			20		
Grounds and Walks around public school buildings			12		
Laboratory			9	6	
Laboratory while people are doing experiments			10	6	
Gym during a calisthenics period			7	5	
In the public school	6	14	17	8	6

evocation and similar clusters arranged for action usage. Once again, however, manner usage appeared to depend upon function or end-state of the group activity. (For instance, compare the backgrounds for which Quietly was evoked versus those for which it was not mentioned.)

6.41 Two imputed cognitive structures were given almost universally in terms of background. Respondents described teachers as Interested in in 36 backgrounds (out of 40) and Attempting to in 26 backgrounds.

6.42 Three additional imputed cognitive structures were used uniquely depending upon background, Willingness, Attempting to, and Able to.

6.43 To only a minor extent clusters of backgrounds shared similar evocations of imputed cognitive structures. Library settings and study periods, for instance, shared a joint evocation of Willingness and Attempting to. However, the majority of backgrounds simply shared the two dominating categories.

With Table 6.5 we once again return to a pattern of considerable complexity.

6.51 Only two purposes of behavior were given in other than a limited variety of backgrounds. Teachers were seen taking action with regard to Task or subject matter (as a goal for the teacher) in 18 backgrounds (out of 40) and Task or subject matter (as a goal for the pupil) in 17 backgrounds

6.52 A number of purposes of teacher behavior, however, appeared uniquely in various backgrounds. Books, etc. and Quiet, for instance, were evoked only in the library setting.

6.53 Finally, distinct groupings of purposes and backgrounds were to be observed. For instance, the Playground, Grounds and Walks, Recess, and Athletic Fields were similar in evoking the purposes of Sportsmanship and Participation. It is also instructive to note that considerable similarity

Table 6.5

Percentages of Respondents Using High-Use Dimension IV Categories for Each Background

High-Use Categories

Backgrounds	Books, novels, mag., articles, pictures, shelves +	Quiet, silence +	Assignments, home-work, work, tests, papers, pupil prod. book reports +	Autonomy, initiates, chooses, suggests *	Task, subject matter, knowledge, facts, text, job, principles, info. +
Library	27	20		31	
Library when people are doing research	17	22		20	25
Library when people are checking out books & mag.	36	17		44	
Library during a reading period		17		32	20
Classroom during an arithmetic period			32		69
Classroom			26		52
Reading period			20		37
Study period			39		23
Classroom during a study period			36		19
Laboratory				15	48
Classroom during an art period				23	49
Gym during a calisthenics period				15	
Classroom during a singing period					50
In the public school					30
Classroom during a spelling lesson					70
Laboratory while people are doing experiments					48
Classroom during a recitation period					21
Classroom during a music period					61
Classroom during a reading period					43
Classroom during a test			19		34
Classroom when pupils talk when they shouldn't					
Auditorium during a play					
Cafeteria					
Cafeteria while people are eating					
Auditorium					
Halls					
Auditorium during an assembly					
Athletic Field during a band parade or concert					
Auditorium during a PTA meeting					
Playground					
Grounds and Walks around public school bldgs.					
Recess period				16	
Gym during a basketball game					
Athletic Field during a baseball game					
Athletic Field during a football game					
Athletic Field during a track meet					
Period of organized games					
Athletic Fields					
Classroom during a period of quiet games					
Gym					

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* Pupil Use + Teacher Use

Table 6.5, Continued

Task, subj. matter, knowledge, facts, text, job, principles, info. *	Achievement, solves prob. attempts, practices, problems, efforts, errors, mistake, progress *	Participates, remains, joins in, cooperation, keep busy *	Quiet, silence *	Order, discipline, lack of confusion, control +	Written matter, lesson plans, agenda, lists, file records, grade cards, roll +	Audiential non-task: meetings, programs, conferences, parade, concert, band performance +	Illicit (deviancy) +	Illicit (deviancy) *	Sportsmanship, fair play, tolerance +	Participative non-task; games, fun, play, sports, eating +	Participative non-task; games, fun, play, sports, eating *
23			21	16							
21			19	18							
				18							
25			16	25	20						
37	19										
22		17		25							
40		20			15						
21			17	23	37						
26			18	20	30						
25											
46	21										
		19									
38											28
31											
32											
23	15	40									
32		24									
44		17									
26				15	15		17		15		
15			35				32	22			
		15	18	18		47					
			18	23							
			17	26							
			17	20		32					
			18	25			18	16			
				25		42					
						28					
						41					
		19		16			26	15	15	58	33
								22		21	
								29		55	
									21	50	
									34	51	
									20	45	
									19	44	
		27							21	60	25
									28	50	23
		19								54	19
										50	27

Table 6.6

Percentages of Respondents Using High-Use Dimension V Categories for Each Background

Background	Sub-group, clique, age group, ability group	One who needs assistance	Teacher's own group home room group	A pupil	Pupils, all kids, children, students, whole group	Teachers	Adults, "people" Nonstudents	A participant	Team
	High-Use Categories								
Classroom during a reading period	11			17	66				
Classroom	11			13	81				
Classroom during an arithmetic period		19		18	78				
Laboratory while people do experiments		10			61				
Auditorium during an assembly			17		62	12			
Classroom during a study period				15	73				
Classroom during a test				14	64				
Classroom during an art period				25	76				
Classroom during a recitation period				23	69				
Classroom when pupils talk when they shouldn't				29	69				
Classroom during a spelling lesson				12	60				
Classroom during a singing period				12	78				
Library				14	69				
Library during a reading period				15	66				
Library while people are checking out books and magazines				22	58				
Gym				12	72				
Gym during a calisthenics period				15	73				
Reading period				25	71				
Period of organized games				12	67				
Study period		18		12	71	11			
Playground				12	75	18			
Cafeteria while people are eating				10	77	17			
In the public school				13	68	10			
Library when people are doing research				11	60		14		
Classroom during a music period					67				
Classroom during a period of quiet games					61				
Auditorium during a PTA meeting					14				
Laboratory					56				
Halls					71	25			
Cafeteria					75	20			
Recess period					69	20			
Athletic Field					56				10
Grounds & Walks around public school buildings					74	16	11		
Auditorium			12		69	16	12		
Auditorium during a play			22		48	15	18	22	
Athletic Field during a band parade or concert					45		12	20	
Athletic Field during a football game					46		14	13	29
Athletic Fields during a track meet					43		15	19	15
Gym during a basketball game					40		15	11	28
Athletic Field during a baseball game					49				22

appeared between the groupings of backgrounds for purpose (Table 6.5) and action (Table 6.2).

Finally, Table 6.6 reveals some not too surprising findings.

6.61 Regardless of background, teachers were seen as directing behavior towards *Pupils* (40 backgrounds out of 40) or towards a single *Pupil* (22 backgrounds).

6.62 A few additional social targets also appeared which were used uniquely for selected backgrounds. For instance, *One who needs assistance* was evoked as a social target for Classroom during arithmetic, Laboratory during experiments, and Study period.

6.63 There were also a few cases of clustering between social targets and backgrounds. Auditorium and Athletic Fields, for instance, tended to evoke behavior directed towards other *Teachers*, other *Adults*, and *Participants*.

Despite a few categories of each dimension which tended to cut across backgrounds, then, it must be concluded that the most salient feature of roles held by the community is their dependence upon context. For the dimensions of evoked behavior, at least, teacher role shows a great deal of variation depending upon context.

Gestalt Analysis of Volunteered Behaviors

A somewhat more meaningful way of presenting the totality of behaviors volunteered for teachers is through the use of a gestalt analysis. We have already described how the 153 gestalten were derived which are listed in Appendix A. It will already have been observed that those gestalten which were used by 10% or more of respondents are listed under each background in Appendix B. Is it also possible to display interactions between gestalt categories and backgrounds as we have previously done for dimensions?

Table 6.7

Percentages of Respondents Using High-Use Gestalt Categories for Each Background

High-Use Categories

Background	Helps one who needs assistance	Works written matter	Plans Assignments	Quietly	Evaluates Assignments	Moves About	Maintains Quiet Pupils	Maintains Order	Maintains Quiet
Study period	14	15	21	11	37	16	12	20	
Classroom during a study period	14	12	15	10	35	13	14	18	10
Library when people are doing research				14			13	15	16
Library during a reading period				16		11	12	24	15
Classroom during a test				15	18	22			
Classroom during a reading period					10	11		12	
Reading period					15	10		11	
Classroom during a period of quiet games					10			12	12
Classroom during an arithmetic period					15				
Halls						10	10	20	
Auditorium during an assembly						10		22	
Cafeteria							11	20	
Cafeteria while people are eating							11	22	
Auditorium							11	16	
Auditorium during a play							12	13	
Library							11	14	18
Library while people check out books & mag.								16	11
Classroom								22	
Classroom during a music period								10	
Classroom during a singing lesson									
Classroom during an art period									
Laboratory while people are doing experiments									
Classroom during a spelling lesson									
Gym									
Period of organized games									
Playground								14	
Recess period					13				
Auditorium during a PTA meeting									
Athletic Field during a baseball game									
Gym during a basketball game									
Athletic Field during a football game									
Athletic Field during a track meet									
Athletic Fields									
Gym during a calisthenics period									

Table 6.7, Continued

Helps Autonomy Pupils	Helps Pupils	Helps	Verbalizes Task	Instructs Tasks	Sings Pupils	Reads	Directs Games	Participates	Participates Games	Presence in setting	Supervises Task	Supervises	Maintains Order Pupils	Appears Interested in	Observes Games	Leisure Activity and Games	Appears sportsmanship	Cheers Team	Stresses Participation Pupils
	17					16													
	10																		
13	11					17													
		10																	11
								11	19										
			15																
													12						
													10						
														11					
14																			
22																			
				18	12														
					17														
	12	11																	
		12																	
			16	11															
							10												
							11	13	18	13									
							10	11	18	17	10	13							
									16	12	14	12							
								13											
								10							11	11	20		
														10	14	18	13	10	
																15	13	16	
																11			
																	12		
																			11

Table 6.7 presents such a display. Once again we have eliminated gestalten which were not evoked by 10% or more of respondents in at least two backgrounds and all backgrounds for which no gestalten were evoked at the 10% or greater level. Findings from the gestalt analysis are similar to those from Tables 6.2 and 6.5.

6.71 Very few gestalt categories appeared to be evoked by a variety of school backgrounds. Respondents described the teacher as Maintaining order in 18 backgrounds (out of 40) and as Keeping the pupils quiet in 10 backgrounds. In most other regards, gestalt categories were used uniquely.

6.72 A large variety of gestalt categories, however, were used uniquely. For instance, only in the Reading period and Gym during calisthenics were teachers seen as Stressing pupil participation.

6.73 Finally, distinct and clear clusters of interaction between gestalt categories and backgrounds were found. For instance, Period of Organized Games, Playground, and Gym during a basketball game were similar in that teachers were seen as Directing games, Participating in games, Being present in the setting, Supervising the Task, and Supervising. Clusters were clearer for gestalt categories than for any other table in the chapter, although the clustering of backgrounds was very similar to that found for actions (Table 6.2) and purposes (Table 6.5).

Summary

Two distinct types of findings have appeared for the content of teacher behavioral role volunteered by community respondents for school contexts. Certain behavioral aspects were found to be either universal or were evoked in a number of disparate backgrounds. Teachers were felt to Verbalize, Maintain, Help, Observe, Direct, Instruct, Stress, Permit and Participate. They were also characterized by Appropriateness, Privateness, and Quietness. They were Interested in (a variety of things) and Attempted to do (others), and usually their actions were directed towards the Task. Their major interactions were with Pupils either as individuals or in groups. Finally, they were strongly concerned with the Maintenance of order and Keeping pupils quiet.

By far the majority of behavioral contents volunteered, however, depended uniquely upon background. This was particularly true for actions, purposes of behavior, and gestalt or unique category responses. Thus, teachers are seen not only as doing a wide variety of things in each context, but also the patterns of emphasis shift critically depending upon contextual features. We have also observed that the broader the context the wider the variety of teacher behaviors volunteered by community respondents.

We have suggested that in part the content of teacher role seems to depend upon functions or end-states of group activity in the background. This has been particularly noticed in the similarities of background clusters to be observed for actions (Table 6.2), manners (Table 6.3), purposes (Table 6.5), and gestalt categories (Table 6.7). We entered the analysis of the data reported in this chapter with the vague idea that clusters of content categories would center around those backgrounds which were similar in terms of "type;" that is, whether they were settings, social situations, or jointly phrased contexts. This hypothesis does not appear to hold up. Instead, we now suggest that if a meaningful classification of group activities in contexts could be made (in terms of end-states of activity) this classification would also organize behaviors volunteered for teachers by the community. Such a theory is yet to be worked out.

CHAPTER VII

SCALED COGNITIONS FOR TEACHER BEHAVIOR

Introduction

We have seen in Chapters V and VI that general stereotypes exist for the teacher in the content of cognitions held for both teacher traits and behaviors. May such stereotypes also be found in the scaled norms and expectations held by community members for teacher behaviors in school contexts? The data from Chapter VI were insufficient to answer this question; data are presented here which provide such an answer.

Included within the Role Study was a pre-coded form designed to elicit norms and expectations held and attributed for teacher behavior in a number of school contexts. Form Four presented the respondent with a set of twelve questions for each item including the respondent's own expectation and positive and negative norms and the expectations and positive and negative norms he attributed to People in General, Teachers, and School Officials. In addition, teacher respondents (only) were asked to indicate their own behavior for each item dealt with.

Respondents were provided with a five-category scale of alternatives dealing with amount of behavior teachers were likely to (or "should") exhibit. The five response alternatives were:

1. (Teachers do) little or no (of the behavior specified...)
2. A slight amount of
3. A moderate amount of
4. A lot of
5. A great deal of

For purposes of analysis, scores corresponding to the numbers indicated above were assigned to responses. Thus, a mean (or median) score of 4.5 indicates that the central tendency of responses centered between teachers doing "A great deal" and "A lot" of the behavior specified in the item. This technique is, of course, another use of the "modal point method" used in Chapters V and VI and discussed in Volume C, Chapter VII _8_/.

Form Four of the Role Study was originally designed to deal with 50 separate items of teacher behavior. In order to avoid respondent fatigue, the form was issued in five sub-forms, each of which dealt with only ten items. A single respondent was given only one of the five possible sub-forms to fill out. Due to inclement weather and administrative error, two of the sub-forms were administered to only a few community respondents. Consequently, data reported in this Chapter will deal with thirty items only.

The findings reported in this chapter consist of means, mean differences, and significances (which latter were computed using the Mann-Whitney z_U). Tables are presented of raw means, and striking items, and are examined briefly, and the significance of relationships between cognitive types is examined. The reader who is interested in learning more about our methods may be referred to Chapter IV and Appendix C of Volume 1 _3_/, while Chapters V, VI, and VII of Volume 3 _5_/ and Chapter V of Volume 5 _7_/ present other analyses of community responses to Form Four.

Stereotypic Responses

Table 7.1 presents the mean community responses for expectations, positive and negative norms and for both own and attributed cognitions. In interpreting the results displayed in this table, reference should be made to the scale values presented on the previous page. Thus, in Table 7.1 we read that community respondents had an average own norm of 3.58 for the teacher behavioral framework - Watching Pupils During Study Period. This means that responses centered between approval of teachers doing "A moderate amount of" and "A lot of" watching pupils during study.

It is more than a little difficult to pick findings out of Table 7.1 due to the density of statistics. Many of the stereotypes reported in Table 7.1 are representative of the middle rank scores and are not notable for that reason. On the other hand, some values for community means are notably high or low.

Figure 7.2 presents a listing of those items which were most (and least) expected of teachers by community members, most (and least) wanted, and most (and least) disliked. In Figure 7.2 the items for each list are rank ordered similarly; that is, the item most (or least) expected, etc., was listed first followed by comparable items in descending order. In general, the rankings were made upon the basis of own cognitions - although it will be observed that own and attributed cognitions tended to be generally alike (see Chapter V, Volume 5). Figure 7.2 also reports those behaviors which were rated by teachers as most and least likely of performance by themselves.

The outstanding relationship between stereotypes listed in Figure 7.2 is the similarity between the behaviors which respondents expected, wanted, disliked small amounts of, and the behaviors which teachers reported doing most of. Respondents in general were satisfied with reported teacher behaviors --moreover they expected those same behaviors. The only exception to this generalization appears for the threatening of misbehaving pupils. Respondents wanted little of this behavior, teachers reported doing little of it, but respondents expected a moderate amount of threatening by teachers.

Strictly speaking, interpretations of the contents represented in Table 7.2 depend in part on the original choice of items included. However, several finding

Table

Mean Community Cognitions and Mean Teacher Reported

Item	Expectations			
	Own	People in General	Teachers	School Officials
Watching pupils during study period	3.45	3.92	3.77	4.16
Supervising pupils in a classroom test	3.71	3.93	3.75	4.04
Singing during a classroom singing period	3.74	3.65	3.46	3.57
Ignoring pupils misbehaving in a classroom	1.84	1.83	1.91	1.78
Keeping pupils quiet in the library	4.31	4.40	4.39	4.45
Speaking out at PTA meeting in the auditorium	2.45	2.78	2.47	2.65
Policing the halls	3.40	3.68	3.43	3.82
Disciplining pupils during basketball games in the gym	2.82	3.16	2.82	3.23
Visiting with other teachers on the playground	2.47	2.36	2.78	2.09
Cooperating with other teachers in school	4.63	4.52	4.48	4.71
Visiting with other teachers during study period	1.77	2.02	2.23	1.64
Watching for cheaters during a classroom test	3.47	3.99	3.59	4.02
Having pupils sing solos during a classroom singing period	2.05	2.50	2.26	2.42
Telling misbehaving pupils in the classroom to stop talking	3.41	3.92	3.55	3.62
Doing own studying and grading in the library	3.20	3.31	3.14	3.36
Attending PTA meetings in the auditorium	4.06	4.34	3.75	4.46
Allowing pupils to explore during experiments in the laboratory	2.99	3.12	2.88	2.98
Kibitzing during basketball game in gym	2.12	2.28	2.16	2.04
Supervising on the playground	3.88	4.06	3.72	4.30
Cooperating with the principal in school	4.62	4.66	4.52	4.80
Reading own books during study period	2.51	2.40	2.50	2.20
Leaving the room during a classroom test	1.31	1.40	1.38	1.16
Grading papers during a classroom singing period	1.92	2.03	2.10	1.80
Threatening pupils misbehaving in classroom	2.47	2.82	2.68	2.43
Choosing books for pupils in the classroom	3.07	3.21	2.82	3.04
Visiting with parents during PTA meeting in the auditorium	3.32	3.63	2.99	3.30
Being partisan during football game on athletic field	2.96	3.33	2.78	2.82
Doing menial tasks during basketball game in gym	2.15	2.43	2.01	2.40
Disciplining pupils in cafeteria	3.30	3.35	3.19	3.47
Participating in community activities out of school	3.09	3.46	2.82	3.28

7.1

Behaviors Given in Response to Scaled Questions

Positive Norms				Negative Norms				Teacher Report of Teacher Behavior
Own	People in General	Teachers	School Officials	Own	People in General	Teachers	School Officials	
3.58	3.96	3.70	4.05	1.93	1.37	1.58	1.29	3.68
3.84	3.96	3.72	3.95	1.73	1.55	1.87	1.55	4.05
3.70	3.37	3.41	3.62	1.84	1.65	2.08	1.64	3.43
1.86	1.90	1.86	1.77	4.30	4.17	4.27	4.43	2.09
4.28	4.37	4.29	4.50	1.47	1.37	1.35	1.27	4.09
2.97	2.87	2.73	2.91	2.95	3.19	3.40	3.00	1.68
3.45	3.76	3.56	3.98	2.12	1.64	1.83	1.40	3.09
3.04	3.28	3.20	3.39	2.51	2.18	2.21	2.06	2.45
2.45	2.17	2.83	2.21	3.93	4.25	3.04	4.06	2.41
4.65	4.58	4.57	4.75	1.13	1.11	1.11	1.11	4.59
1.79	1.85	2.38	1.76	4.38	4.40	3.63	4.41	1.50
3.51	3.94	3.57	3.94	2.58	1.88	2.17	1.68	3.35
2.24	2.68	2.42	2.58	3.92	3.34	3.73	3.41	2.30
3.28	3.69	3.46	3.56	2.77	2.04	2.47	2.17	3.15
3.22	3.48	3.29	3.52	2.68	2.39	2.95	2.33	2.55
3.95	4.36	3.75	4.44	1.49	1.29	2.16	1.22	3.80
3.31	3.18	2.96	3.13	2.24	2.49	2.72	2.35	3.00
2.10	2.12	2.24	2.12	3.92	3.77	3.92	3.92	1.95
3.89	4.32	3.72	4.34	1.82	1.43	1.99	1.25	3.65
4.65	4.68	4.46	4.78	1.51	1.32	1.53	1.29	4.85
2.34	2.34	2.54	2.10	3.89	3.89	3.80	4.02	1.25
1.48	1.47	1.49	1.33	4.37	4.55	4.50	4.54	1.00
1.68	1.80	1.90	1.67	4.19	4.19	4.18	4.15	1.00
2.28	2.47	2.44	2.37	3.99	3.93	3.73	3.74	1.50
2.86	2.85	2.69	2.94	3.21	2.97	3.19	2.83	3.50
3.12	3.39	2.91	3.30	2.60	2.22	2.82	2.35	2.75
3.02	3.03	2.88	2.85	2.93	2.96	3.15	2.88	2.00
1.98	2.30	1.98	2.38	3.92	3.67	3.91	3.24	1.00
3.04	3.14	3.07	3.22	2.91	2.79	2.87	2.16	2.50
3.24	3.31	3.04	3.36	2.06	2.12	2.94	2.11	3.00

Figure 7.2

Outstanding Stereotypes Held by Community Members and Reported as Behaviors by Teachers

Expectations Held by Community	**Least Expect** Leaving the room during a classroom test Grading papers during a classroom singing period Visiting with other teachers during study period Ignoring pupils misbehaving in a classroom Doing menial tasks during basketball game in gym Having pupils sing solos during a classroom singing period Kibitzing during a basketball game in gym Reading own books during study period	**Most Expect** Cooperating with the principal in school Cooperating with other teachers in school Keeping pupils quiet in the library Attending PTA meetings in the auditorium Supervising pupils in a classroom test Supervising on the playground Singing during a classroom singing period Visiting with parents during PTA meeting in the auditorium
Positive Norms Held by Community	**Least Want** Grading papers during a classroom singing period Leaving the room during a classroom test Visiting with other teachers during study period Doing menial tasks during basketball game in gym Ignoring pupils misbehaving in a classroom Threatening pupils misbehaving in the classroom Kibitzing during a basketball game in gym Reading own books during study period	**Most Want** Cooperating with other teachers in school Cooperating with the principal in school Keeping pupils quiet in the library Attending PTA meetings in the auditorium Supervising pupils in a classroom test Supervising on the playground Watching pupils during a study period Singing during a classroom singing period
Negative Norms Held by Community	**Dislike Most** Grading papers during a classroom test Leaving the room during a classroom test Visiting with other teachers during study period Threatening pupils misbehaving in the classroom Doing menial tasks during basketball game in the gym Having pupils sing solos during a classroom singing period Kibitzing during a basketball game in gym Reading own books during study period	**Dislike Least** Cooperating with other teachers in school Keeping pupils quiet in the library Cooperating with the principal in school Attending PTA meetings in the auditorium Supervising pupils in a classroom test Allowing pupils to explore during experiments in the laboratory Participating in community activities out of school Watching pupils during a study period

Figure 7.2, Continued

	Least Frequent Behaviors	Most Frequent Behaviors
Behaviors Reported by Teachers	Leaving the room during a classroom test	Cooperating with the principal in school
	Grading papers during a classroom singing period	Cooperating with other teachers in school
	Doing menial tasks during basketball game in gym	Keeping pupils quiet in the library
	Reading own books during study period	Supervising pupils in a classroom test
	Visiting with other teachers during study period	Attending PTA meetings in the auditorium
	Threatening pupils misbehaving in the classroom	Watching pupils during study period
	Speaking out at PTA meeting in the auditorium	Supervising on the playground
	Kibitzing during basketball game in gym	Choosing books for pupils in the classroom

are suggested: Respondents did not wish teachers to be self-indulgent in situations crucial to the functioning of the school system such as test and other classroom activities. They did not wish teachers to ignore misbehavior but neither did they want the teacher to threaten pupils. It is somewhat surprising to find that respondents indicated that for teachers to take an active part in athletic events was undesirable.

The behaviors which respondents most wanted from teachers and expected to find, dealt with interaction and important others and the supervision of pupils. Respondents saw the teacher's relationship with other teachers, the principal, and parents as being of prime importance. Teacher behaviors (as reported) were generally in agreement with respondent wishes in this area except that teachers reported little speaking out at PTA while respondents wanted a moderate amount of speaking out. It is interesting to note that the most wanted relationship with pupils was one of supervision rather than of discipline or close control. Respondents apparently felt that the important thing is for the teacher to be available but not necessarily to take an active disciplinary role.

The rank order of items for negative norms is almost a mirror image of the order for positive norms with two exceptions. Respondents appeared to dislike a minimum amount of allowing pupils to explore during experiments and participating in community activities. Respondents did not appear to favor a great deal of these behaviors, but they disliked their absence.

Norms and Expectations

The striking similarity between norms and expectations revealed in Table 7.1 and Figure 7.2 deserves a detailed treatment. Were norms and expectations given by respondents linearly correlated, or was a curvilinear relationship to be found similar to that reported in Chapters II and IV?

Figure 7.3 reports two scattergrams. The left-hand graph in this figure deals with the relationship between mean own norms and expectations reported by the community; the right with mean own norms reported by the community and mean behaviors reported by teachers. In each case the values included were taken from Table 7.1.

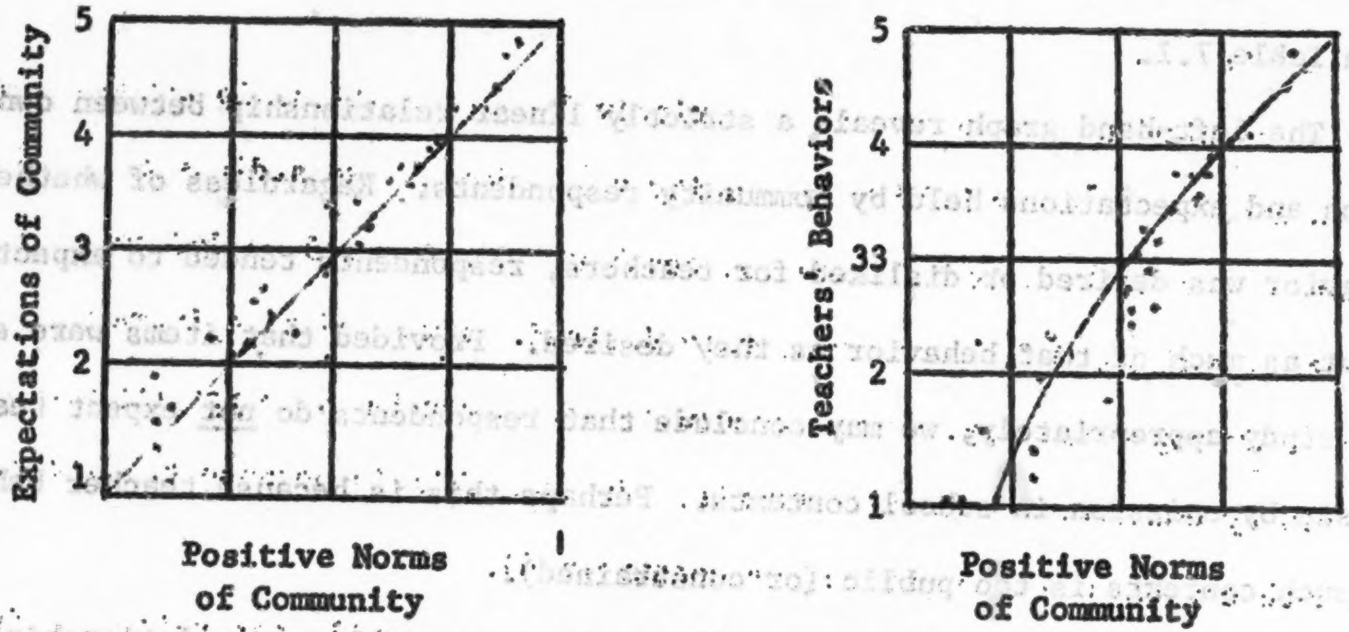
The left-hand graph reveals a strictly linear relationship between own norms and expectations held by community respondents. Regardless of whether a behavior was desired or disliked for teachers, respondents tended to expect just about as much of that behavior as they desired. Provided that items were selected for study appropriately, we may conclude that respondents do not expect teachers to sin by omission in school contexts. Perhaps this is because teacher behavior in such contexts is too public (or constrained).

In contrast, the right-hand graph suggests a curvilinear relationship between community-held norms and teacher-reported behaviors which does not match the findings of Chapters II and IV. Figure 7.3 reveals that teachers reported doing less of disapproved behaviors than desired (or expected) by respondents. If we may take teachers at their word, a pattern of overconformity to negative norms has been revealed which is not recognized by community respondents. There are two possible interpretations of such data; either teachers have falsified their true behaviors (either to protect or delude themselves), or community respondents are unaware of the degree to which teachers avoid "sticky" areas of teacher role in their behavior.

This latter finding is provocative, to say the least. It is too bad that no reports of teacher behavior were obtained to match data in Chapters II or IV; a comparison with the above finding would have been interesting. It is also suggested that we need actual evidence of teacher behaviors to discover the meaning

Figure 7.3

Scattergrams for Community Norms, Community Expectations, and Reported Teacher Behavior



Note: Entries are jointly-plotted means taken from Table 7.1.

Table 7.4

Numbers of Significant Differences ($p < .05$) Between Community Distributions for Three Cognitions

	E x +N	E x -N	+N x -N	Totals
Own	1	21	18	40
People in General	2	22	20	44
Teachers	2	19	21	42
School Officials	1	22	21	44
Total	6	84	80	170

Note: Maximum frequency in each tabular cell = 30 items.

of behaviors reported by teachers. To our knowledge no role study has actually made this comparison - nor is it made here.

Additional verification of the conclusions from Figure 7.3 may be found in Tables 7.4 through 7.10. In order to examine in more detail the relationships between norms and expectations, the distributions of community responses for each type of cognition were compared for central tendency, and the results of these comparisons are reported in Tables 7.5 through 7.10. Included within these tables are significant signed mean differences (drawn from Table 7.1) and levels of significance (drawn from the Mann-Whitney z_U comparison of rank means). No differences were entered in these tables for non-significant comparisons. Table 7.4 reports the number of comparisons which were significant at $p < .05$ for each classification of comparison. Whereas findings from all 30 items are included in Table 7.4, Table 7.5 through 7.10 include only those 26 items which displayed two or more significant differences of $p < .05$.

In preparing Tables 7.5 through 7.10 we inverted the negative norm distributions. This was done upon the thesis that an inverted negative norm should - all things being equal - "look like" its positive norm counterpart. As detailed in Chapter V, this assumption is somewhat suspect. As a matter of fact, whereas expectation and positive norm distributions tended to be uni-modal and temperate, negative norms tended to be bi-modal and extreme. As a result, often a comparison between positive norm (or expectation) and negative norm would have revealed a statistically significant result whether an inverted or non-inverted comparison was made. The bimodality of negative norms also casts some doubt upon the usefulness of the mean as a measure of central tendency (as reported in Table 7.1) and also suggests shortcomings in the "modal point method" when used for measuring negative norms.

Table 7.5

Significant Mean Community Differences for Supervision

	E x +N	E x $\overline{-N}$	+N x $\overline{-N}$
Watching pupils during study period			
Own		.62***	.49***
People in General		.71***	.67***
Teachers		.65***	.71***
School Officials		.55***	.66***
Supervising pupils in a classroom test			
Own		.56***	.42***
People in General		.51***	.49***
Teachers		.38***	.41***
School Officials		.40***	.50***
Singing during a classroom singing period			
Own		.42***	.45***
People in General		.71***	.58***
Teachers		.46***	.51***
School Officials		.79***	.73***
Ignoring pupils misbehaving in a classroom			
Own		-.14***	-.17***
People in General		-.004***	-.07***
Teachers		-.18***	-.13***
School Officials		-.21***	-.20***
Keeping pupils quiet in the library			
Own		.22***	.25***
People in General		.23***	.26***
Teachers		.26***	.36***
School Officials		.27***	.22***
Policing the halls			
Own		.49***	.43***
People in General		.68***	.60***
Teachers		.74***	.61***
School Officials		.79***	.61***
Disciplining pupils during basketball games in the gym			
Own		.67***	.43***
People in General		.66***	.54***
Teachers		.97***	.59***
School Officials		.71***	.55***
Allowing pupils to explore during experiments in the laboratory			
Own	-.42**	.77***	.45***
People in General		.49**	.33**
Teachers		.39*	.31*
School Officials		.67***	.52***

Table 7.5, Continued

	E x +N	E x $-\overline{N}$	+N x $-\overline{N}$
Kibitzing during basketball game in gym			
Own		-.04**	-.02*
People in General		-.05*	
Teachers		-.08**	-.16***
School Officials		-.03*	-.04**
Supervising on the playground			
Own		.30***	.29***
People in General		.51***	.25***
Teachers		.29***	.29***
School Officials		.45***	.41***

Note: In Tables 7.5 through 7.10 * = $.01 < p < .05$; ** = $.001 < p < .01$; and *** = $p < .001$.

Table 7.6

Significant Mean Community Differences for Deviancy Control

	E x +N	E x -N	+N x -N
Watching for cheaters during a classroom test			
Own			
People in General		.24***	.18***
Teachers		.24***	.26***
School Officials		.30***	.38***
Telling misbehaving pupils in the classroom to stop talking			
Own			
People in General	-.24*	.04**	.27***
Teachers		-.08*	.07
School Officials		.20**	.27***
Threatening pupils misbehaving in the classroom			
Own		-.46***	-.27**
People in General		-.75***	-.40***
Teachers		-.41**	-.17*
School Officials		-.16*	-.10*
Disciplining pupils in cafeteria			
Own			
People in General			
Teachers			
School Officials		.37**	.62***

Table 7.7

Significant Mean Community Differences for Public-Loaded Indulgences

	E x +N	E x -N	+N x -N
Visiting with other teachers on the playground			
Own	-	-.40***	-.38***
People in General		-.62***	-.47***
Teachers			
School Officials		-.15***	-.27***
Visiting with other teachers during study period			
Own		-.15***	-.17***
People in General		-.42***	-.25***
Teachers		.14***	-.01***
School Officials		-.06***	-.17***
Doing own studying and grading in the library			
Own			
People in General		.30**	.23*
Teachers			
School Officials		.31**	.15**

As will be seen in Table 7.4, comparisons between community-held norms and expectations for teacher behavior in the school generated nothing but random significance. Out of 120 comparisons, six were significant at $p < .05$. On the other hand, comparisons between inverted negative norms and the other two cognitions were considerably more fruitful. In general these latter findings resulted from negative norms which were more "extreme" than their positive norm or expectational counterparts (see Table 7.1).

Tables 7.5 through 7.10 have been organized in terms of shared content and patterns of significant differences. Table 7.5, for instance, summarizes ten items which not only deal with supervision but also which report similar disparities. With few exceptions, these items reveal identical patterns for both norms and expectations and for own and attributed cognitions. Taking the first item, for example, while respondents desired and expected a moderate amount of Watching Pupils During Study Period, they disliked (most) little or none of the same behavior. (The sign reversal for Ignoring Pupil Misbehavior and Kibitzing During Basketball indicates that for these items respondents disliked (most) a great deal of these behaviors.)

Table 7.6 lists four items dealing with control of deviancy by the teacher. Whereas Threatening Pupils Misbehaving follows a pattern similar to that observed in Table 7.5, the other three items reveal a surprising lack of significance for own cognitions. Respondents appeared to feel that others would be more severe (or extreme) in their negative norms than were respondents themselves. Respondents were particularly hard on School Officials to whom they assigned the most extreme disapprovals. This finding suggests a tendency for community respondents to see themselves as "tolerant" of pupils while others (and particularly School Officials) are not.

Table 7.8

Significant Mean Community Differences for Teacher-Loaded Indulgences

	E x +N	E x $\overline{-N}$	+N x $\overline{-N}$
Having pupils sing solos during a classroom singing period			
Own		.04***	-.15***
People in General			
Teachers		.01***	-.25***
School Officials			
Reading own books during study period			
Own		-.49**	-.23*
People in General		-.29*	-.23*
Teachers		-.31**	-.35*
School Officials		-.12*	
Grading papers during a classroom singing period			
Own			
People in General			
Teachers		-.28*	-.08*
School Officials			

Table 7.9

Significant Mean Community Differences for Cooperation

	E x +N	E x $\overline{-N}$	+N x $\overline{-N}$
Cooperating with other teachers in school			
Own		.24***	.22***
People in General		.37***	.31***
Teachers		.41***	.32***
School Officials		.18***	.14***
Cooperating with the principal in school			
Own		-.13*	
People in General		.02*	
Teachers			-.04*
School Officials			

Table 7.7 and 7.8 reveal distinct but equally interesting patterns of differences. Table 7.7 deals with items which we have termed public-loaded indulgences, while Table 7.8 reports teacher-loaded indulgences. In the former table People in General were seen as being more disapproving (in their negative norms) than are Teachers or respondents themselves. In the latter table the pattern is reversed; Teachers were seen to be the more extreme in negative norms held. Community respondents seem to feel that People in General are concerned overly with gratuitous Visiting and Studying, while Teachers overemphasize Grading and the Reading of Own Books.

Table 7.9 deals with cooperation between the teacher and others in the school. Whereas the familiar pattern from Table 7.5 appears for Cooperating with Other Teachers, but small differences appear for Cooperating with the Principal. The latter item generated such extremes for both positive norms and expectations that the inverted negative norm was identical for all practical purposes (see Table 7.1).

Table 7.10 presents four items dealing with community and PTA participation, Once again, respondents felt that teachers were less extreme in their disapprovals for behavior in this field than were others. In the case of Visiting With Parents at PTA, respondents assigned less strict negative norms to themselves, too, than they did to People in General or to School Officials.

Summary

Once again, the reader should be reminded that interpretation of pre-coded items for stereotypic content depends upon the prior and judicious choice of items. Thus, to discover, as we have seen, that community respondents are concerned with teacher self-indulgence, supervision of pupils, and the teacher's

Table 7.10

Significant Mean Community Differences for Community and PTA Participation

	E x +N	E x $\overline{-N}$	+N x $\overline{-N}$
Speaking out at PTA meeting in the auditorium			
Own		.60*	
People in General			
Teachers	.26**		-.19*
School Officials	.26*		
Attending PTA meetings in the auditorium			
Own		.45***	.66***
People in General		.47***	.45***
Teachers		.10**	.10**
School Officials		.32***	.34***
Visiting with parents during PTA meeting in the auditorium			
Own			
People in General		.15*	.39*
Teachers			
School Officials		.35*	.35*
Participating in community activities out of school			
Own		.85***	.70***
People in General		.43***	.57***
Teachers			
School Officials		.61***	.53***

relationship with others in the school reveals little beyond the fact that these items were chosen for study.

In contrast, findings relating to relationships between stereotypic norms, expectations, and reported teacher behavior were neither biased through item choice nor obvious. We have shown a sharp consistency between positive norms and expectations and a tendency towards over conformity in the behaviors reported by teachers. In addition, negative norms were found to be more extreme than their positive counterparts with the degree of extremity depending upon both item content and sentient object position to which they were assigned. Above all, questions have been raised relating cognitions (including reports of behavior by teachers) to actual teacher behaviors. Ideally a study of stereotypes for the teacher should conclude with a detailed study of actual teacher behaviors. Perhaps this is the next step in the study of role stereotypes.

CHAPTER VIII

RESULTS AND THEIR IMPLICATIONS

Introduction

Findings from this volume are both numerous and confusing. They may be conveniently summarized under a variety of topical headings which comment upon the theoretical distinctions used in the study. We will also discuss selected findings as they apply to an understanding of teacher role.

Findings for Role Distinctions

Social Situations in School Settings. Although settings and social situations are contexts for role rather than role elements, it is convenient to begin our discussion with results from their study (Chapter III).

The most striking "finding" of our study is the methodology used--particularly the code developed--for the expression of social situations. It will be recalled that a "complete" description of social situation was coded for 12 substantive elements as follows:

Adult Codes	Pupil Codes
Persons present	Persons present
Action taken	Action taken
Object or goal of action	Object or goal of action
Instrument used	Instrument used
Judged legitimacy of the action	Judged legitimacy of the action
Time dimension	Time dimension

If we take seriously these code distinctions, the elements represented must, in fact, be those characteristics of social situations in school settings which are found in volunteered responses and which are pertinent to role. At the same time, the majority of responses were codable only in terms of actions and objects (or goals) and were coded similarly in terms of dimensions for both adults and pupils. The dominance of these two categories suggests that respondents are inclined to use a *functional* definition of the situation (actions leading to a defined end-state). (We shall encounter a functional explanation again when interpreting the patterns of behavior volunteered for teachers in school contexts.) However, enough additional information is provided so as to demand that we include other elements for a sizable minority of situations specified.

We have discovered a variety of relationships between settings and social situations. Settings differ in situation *person* (Administrative Office, Teachers' Lounge, and Guidance Office are adult centered; Playground-and-Grounds and Walks are pupil centered), in *emphasis* (Library is action centered; Classroom, Auditorium, Athletic Fields, Shop, Guidance Office are object centered), and in *richness* (Classroom, Laboratory, Auditorium had many situations; Library, Cafeteria, Teachers' Lounge did not). While a few types of action appear in the majority of settings, settings are generally unique in the situations evoked.

A distinction was also made between two different types of analysis for material coded in more than one dimension. The *dimensional* analysis of social situations provided greater frequencies of usage and an analysis of the structure of responses. The *gestalt* analysis provided a list of situations as they were given by respondents and pointed sharply to dimensions which were and were not agreed-upon for given settings. Both types of analysis are useful.

The Coding of Volunteered Role Statements. Similar problems were encountered in developing a code for traits and behaviors volunteered by respondents as a description of norms and expectations for teachers. Once again, if we take seriously the code distinctions presented in Chapters V and VI, it must be assumed that the code elements are the salient and codable features of volunteered role statements.

The elements of teacher characteristics coded included:

For Traits	For Behaviors
Actions	Actions
Manners	Manners
Imputed Cognitive Structures	Imputed Cognitive Structures
Features	Purposes of behavior
Backgrounds	Targets
Reactions of others	Sub-positions of the teacher position

Obviously, there is a great similarity between the two codes, indeed they were developed simultaneously with usage of the same categories where indicated. At the same time, actual coding procedures were distinct in that volunteered behaviors were coded for each of the six dimensions indicated while volunteered traits were coded only once for the dominant quality of the responses given. This decision reflected both convenience and an existant property of trait responses which were much shorter on the average and were single words in many cases.

Turning first to traits (Chapter V), it should be noted that manners were coded far more often than the other five categories, although actions tended to appear more for volunteered negative norms. Appropriately enough, respondents tended to give trait descriptions in manneristic terms. Our findings also imply that trait descriptions are a more sophisticated level of abstraction than their behavioral equivalents, as pupils gave a corresponding smaller proportion of trait responses than the other positions (or then they gave for behaviors). Unique contents were elicited for each type of trait response. Negative norms were far more varied and tended to reflect regions of conflict or specific complaints. They were also more qualified as opposed to positive norms. Positive norms showed less variance and tended to reflect issues of general morality. Expectations reflected nothing which was not also given in either positive or negative norms, although expectations were also qualified in their assertions.

The coding of teacher behaviors volunteered for school contexts was also done on a dimensional and gestalt basis. The dimensional analysis showed a domination of both action and manner elements in behaviors volunteered. Although there were a few characteristics of teachers which appeared in various contexts, the majority of responses appeared at first blush to reflect only the unique context (see Figure 8.1). However, it was possible to arrange contexts in sequences to show patterns of similar behavioral evocation. This suggests that respondents view teacher behavior in functional terms; teachers are seen as pursuing ends which are related to the contexts which imbed their activities. If two contexts are similar in the end-states of activity which are to be promoted therein, teacher behaviors will be seen similarly.

The appearance of functional (rather than contextual) thinking in these results, and the results previously indicated on social situations, raises some interesting questions. Firstly, if ends-to-be-accomplished are actually the internal stimuli with which respondents organize their role structures, shouldn't we use such ends as external stimuli when evoking role information? In the funneling design of the studies presented here, contexts (formed from settings and social situations) were used to evoke teacher role material. Perhaps respondents would have given us more, and better organized, role information if we had built our questions around the end-states of teacher activity. Secondly, end-states are analytic abstractions and not self-evident or primitive properties of behavior. Thus, if we observe a man eating in a restaurant, we might judge that he is approaching satiety, that he is going to clean his plate off, that he is going to spend money, and so on with no obvious limit to the end-states which can be judged. If role cognitions are organized by end-states, then how will we relate role cognitions with actual role behavior which is much easier to imbed in contexts consisting of settings and social situations? Finally, there is an unfortunate tendency in Western thinking to reify end-states with motivation and teleology. Thus, the teacher is not only organized around the end-state of pupil enlightenment, but she actively desires such a condition or the purpose of education is such enlightenment (with all other motivations or purposes or functions ignored). It is unclear at this writing whether respondents are using merely end-states to organize their thinking about teacher role or whether they too have "theories of education" based upon such reifications. A good study of end-states versus contexts as elicitors of role cognitions is indicated.

Turning now to the gestalt analysis, it is clear that gestalten vary more widely, from context to context, than do any of the single dimensions (although manners are more variable than actions). Thus, if the above functional interpretation of context meaning is adopted, it is probable that end-states used by respondents are also multi-dimensional in their structure. The fact that clusters of contexts for gestalten are similar to clusters for the action and purpose dimensions suggests that these are closely related to components of an hypothetical end-state structure. Evidently, manner descriptions are less clearly related to teacher functioning--except perhaps for the most sophisticated of respondents who operate in terms of distal end-states to which teacher manners may be expected to make more of a contribution.

The Influence of Context. Apart from such functional speculations, we have found a number of things about the differential utility of contexts to elicit role information. First of all, variety of role behaviors elicited varies directly with molarity of the context. Thus, contexts as broad as the school elicit the greatest variety of teacher behaviors, while more limited specification also constrain the variety of behaviors discussed. This not unexpected finding runs counter to the common sense notion that contextual specificity is necessary for meaningful role cognitions. Our respondents had no trouble dealing with broad contexts; in fact they reveled in them. Contextual specificity merely gave them less room for speculation.

Respondents also appeared to differentiate more among target (pupil) categories in contexts involving physical activity and play structure. This suggests that in formal school settings a pupil is a pupil (is a pupil), but that additional specificity becomes necessary when activites are less formally structured.

Norms and Expectations. Various differences have appeared in our findings among positive and negative norms and expectations (see also Figure 8.2). Since the separation of these basic types of role cognition has been a major focus of the entire project, it is useful to examine the evidence for their separate treatment.

The best evidence for differential treatment of the three types of cognition comes from Chapter V which analyses responses volunteered for teacher traits. (Similar data were not analysed for volunteered teacher behaviors due to inadequate N's within the various contexts.) In particular, evidence from Chapter V suggests that positive and negative norms have differential utility for eliciting role content. Coverage for negative norms is of broader scope, is action centered, and details apparent regions of conflict and particularistic complaints respondents have about teachers. Coverage for positive norms is of narrower scope and appears restricted to the region of public morality. It is also of interest to note that no content items appeared for expectations which were not otherwise elicited by positive and negative norms. If one desires to elicit role content only, it is not necessary to ask expectational questions.

At the same time, these same cognition types differ considerably on degree of volunteered qualification. Positive norms are qualified least, negative norms are qualified more sharply, expectations are qualified most of all. That positive norms and expectations differ in qualification suggests merely that respondents differentiate in their thinking between ideal and real behavior. That negative norms are qualified suggests an unwillingness to be as blatent about regions of conflict and complaint than about the norms of public morality. Finally, negative norms tend to be bi-modal in volunteered form. Thus, respondents will appear on both sides of public issues--a fact that does not appear for either positive norms or expectations.

Significant differences also appear between norms and expectations for pre-scaled responses. Chapters II, IV, and VII all reveal strikingly high correlations between positive norms and expectations, but in each case the simple fact of correlation conceals another and more significant finding. In each case the relationship is not a linear one; positive norms are more extreme than the expectations which match them in content. In several cases, this finding is restricted to sins (for the teacher) of omission, but the general conclusion of absolutistic norms versus qualified expectations appears over and again.

This finding is related to the relationship between positive norms, expectations, and reported teacher behavior detailed in Chapter VII. Although positive norms and expectations are closely related, neither predicts directly to reported behavior. Instead, teachers report behavioral over-conformity to norms (either because they do, in fact, respond with over-conformity or because they like to think this is the case). Thus, a general rank-order is suggested: Positive norms will be most extreme, reported behaviors least extreme, expectations will be found in the middle. Once again, this finding should be pursued with studies which match role cognitions, reported behaviors, and observed behaviors.

Finally, as was the case with volunteered responses, pre-coded responses for negative norms tended to be extreme and bi-modal. If such a distribution (which was derived from single answers from many community respondents) represents the actual negative norm held by individual respondents (a bimodal distribution with both extremes of behavior rejected), the modal point method of measuring negative norms is cast into real doubt. It will also be observed that no additional finding of note was obtained from examining negative norms in Chapter VII which could not also have been extracted from examining positive norms. We conclude that when using pre-coded questions it is neither convenient nor necessary to ask negative norm questions.

Are all three types of cognitions useful? Yes, but it depends on the form of the question and the information desired. Expectational questions do not elicit any more role content than would be elicited by positive and negative norm questions asked separately, but the latter are productive of quite different sorts of information. When using pre-coded questions, however, negative norms may be eliminated with no loss of findings.

Behaviors, Traits, and Setting Entrance. The comparative examination of behaviors, traits, and setting entrance in Chapter IV gives an opportunity for one or two findings. As might be expected from common sense, norms for behaviors and traits are more extreme than norms for setting entrance. This suggests that respondents are more concerned with what teachers do when they get there than with mere setting entrance. On the other hand, respondents in Chapter IV are college students whom we have already surmised had more sophistication than community respondents. A related finding is that reported in Chapters V and VI that adults give a greater proportion of traits than do pupils. Regardless of these factors, however, it is clear that respondents do hold norms for behaviors, traits, and (surprisingly) teacher entrance into community settings.

Findings for Teacher Role.

Outstanding Teacher Stereotypes. A tremendous number of teacher stereotypes are presented in the data from Chapters II, IV, V, VI, and VII. We will attempt to summarize them in tabular and verbal forms.

Two tabular summaries of teacher stereotypes are presented here. Figure 8.1 lists dominant aspects of teacher role volunteered for both traits and behaviors. Trait terms are taken from Chapter V and represent those concepts used by 20% or more of community respondents summarizing all types of usage (positive and negative norms and expectations--see Table 5.1). Behaviors are given in terms of both dimensional and gestalt codes, and items have been included only when they appeared in 20% or more of the backgrounds studied. Thus, behaviors listed are "universals" in terms of both context and respondent.

Three foci appear to dominate the stereotypes presented in Figure 8.1. Traits in particular are dominated by concern for teacher-pupil relationships. Teachers should not discriminate among pupils and should be thoughtful, friendly, interested, helpful, loving, and so forth. In contrast, behaviors (particularly actions) focus more upon instruction. Teachers should instruct, stress, verbalize, observe--appropriately--and attempt the task. Finally, the

Figure 8.1

Dominant Aspects of Teacher Role Volunteered

Actions	Manners	Imputed Cognitive Structures	Purposes	Target	Gestalt	Traits
Verbalizing	Appropriately	Interested in	Task	Pupils	Maintaining	Thoughtful
Maintaining	Privately	Attempting to		Pupil	Keeping pupils quiet	Firm
Helping	Quietly					Does not discriminate
Observing						Friendly
Directing						Interested in
Instructing						Professional
Stressing						Helps
Permitting						Loving
Participating						Broad-minded
						Fair
						Well-groomed
						Humorous

two universal gestalten focus directly upon classroom control. Teachers should maintain order and keep the pupils quiet. That these three foci should appear is not surprising, considering most contemporary theories of teaching. What is surprising is the dominance of the relationship focus among the stereotypes listed--about which more will be said below.

Figure 8.2 lists another set of dominant stereotypes, only this time the listing is in terms of an interaction between norms and expectations. Data from Chapters II, IV, V, and VII were analysed in terms of both norms and expectations. This allows an opportunity to compare qualities both desired and expected, qualities desired but not expected, qualities expected but not desired, and qualities neither desired nor expected. Such a list is presented. Although the explicit criteria varied from Chapter to Chapter, items entered into Figure 8.2 are generally those meeting qualificiations of normative extreme and expectational disparity; thus, respondents assure us that these qualities are strongly desired (or denigrated) and that they do not as strongly expect (or not expect) them. Data are drawn from Tables 2.2, 4.1, 4.2, 4.4, 5.6, 5.7, 5.8, 5.9, and 7.2.

A number of striking findings appear in Table 8.2. First, we are once again struck by the lack of teacher qualities not desired but expected. The only teacher qualities so listed come from college student respondents (Chapter IV), and those qualities listed by students appear to be a catalogue of the minor sins adults are (unfortunately) prone to in daily interaction. Community respondents added only a single item dealing with the threatening of pupils who misbehave--indicating continued concern with the problem of teacher-pupil relationships. Contrast this with the large number of sins-by-omission listed for all categories except pre-scaled behaviors. On balance, there is strong

Figure 8.2

Dominant Normative-Expectational Teacher Role Stereotype

Settings to be Entered	Traits Volunteered	Traits Pre-scaled	Behaviors Pre-scaled*
Qualities Desired and Expected of Teachers			
Protestant Churches (2)** Educational Organization Meetings (2) Summer School Class (2) Public School Playgrounds (2) Public School Library (2) Teacher's Own Home (2) Colleges (2) Universities (2) Teachers' College (2) Public School Classroom (2)	Firmness (5) Kindness (5) Pleasantness (5) Enjoys (5)		Cooperating with the Principal (7) Cooperating with other Teachers (7) Keeping Pupils Quiet in the Library (7) Attending PTA Meetings in the Auditorium (7) Supervising Pupils in a Classroom Test (7) Singing During a Classroom Singing Period (7) Supervising on the Playground (7)
Qualities Desired but not Expected of Teachers			
Political Organization Offices (2) Airline Hostess School (2) Dude Ranches (2) Public School Fire Escape (2) Settlement Houses (2) Convalescent Home (2) Boys' and Girls' Detention Home (2) Pre-schools (2) School for Mentally Retarded (2) School for Handicapped Children (2) Research Institute Laboratory (2)	Helper (5) Broadminded (5) Cooperative (5) Thoughtful (5) Professional (5) Fair (5) Well-Groomed (5) Humorous (5) Patient (5) Happy (5) Knowledgeable (5) Good (5) Personable (5) Interested (5) Able (5)	Popularity (4) Entertaining Ways (4) Animation (4) Pleasant Expression (4) Admits Inability (4)	Checks Work Plans (4)
Qualities Not Desired but Expected in Teachers			
		Sarcastic and Abusive Manner (4) Ineffectiveness (4) Jealousy (4)	Presents Alibi (4) Shows Peevishness (4) Sets Higher Standards (4) Gossips (4) Has Favorites (4)

*Volunteered behaviors were not analyzed for norm-anticipation relationships. See Chapter VI.

** Numbers in parentheses indicate Chapter from which finding was drawn.

(Figure 8.2 continued)

Settings to be Entered	Traits Volunteered	Traits Pre-scaled	Behaviors Pre-scaled
Qualities Neither Desired nor Expected in Teachers			
Gambling Establishments (2)	Non-cooperative (5)	Drug Addicted (4)	Just Sitting in Classroom (4)
County Jails (2)	Unfriendly (5)	Sexually Immoral (4)	Reading Own Books During Classroom Study Period (7)
Liquor or Drug Addiction Clinics (2)	Disorderly (5)	Insobriety (4)	Kibitzing During Basketball Game in Gym (7)
Taverns (2)	Unkind (5)		Threatening Pupils Misbehaving in Class (7)
Beer Supply Company (2)	Insincere (5)		Doing Menial Tasks During a Basketball Game (7)
Liquor Stores (2)			Visiting with other Teachers During Study Period (7)
Burlesque Show (2)			Leaving the Room During a Classroom Test (7)
Fortune Tellers' Hall (2)			Grading Papers During a Classroom Singing Period (7)
Prisoners (2)			
Billiard Parlors (2)			

evidence to conclude that respondents feel teachers are much more likely to sin by omission than by commission; thus that teachers are mousy persons who do not stick their necks out.

A second finding is of the total absence of any responses by college students outlining qualities desired and expected of teachers (see Chapter IV). By way of contrast, several qualities are listed by this group as being neither desired nor expected. We are tempted to conclude that college students, as a group, do not think highly of teachers--a conclusion which is explored in detail in Chapter VII of Volume 4 6 /.

Another finding is of the relative dominance of traits desired by but not expected of teachers. A longer list of traits appears in this category (from both Chapter IV and Chapter V) than for any of the other three categories; moreover it should be noted that the majority of those traits listed are codable as manners. Recall from our earlier review that traits are used more by adults than by pupils and that manners are used more for the indication of negative norms. It would appear that respondents use traits to indicate complaints about teachers, and that the majority of complaints were about teachers who measured up inadequately in subtle ways. It would seem that sophistication, an opportunity to complain, and the necessity of making subtle distinctions all lead to greater use of traits (and manners).

Foci of those qualities desired and expected of teachers include classroom control, cooperation with significant others, becoming educated, enjoying oneself, being a professional (at education), and being protestant (!) Qualities neither desired nor expected include displays of public immorality (college students are more tolerant of this), the meaner personal behaviors, indolence and laxity in classroom control, and lack of adequate teacher-pupil relationships.

Strikingly, nowhere in Figure 8.2 is there any mention whatsoever of the teacher's primary task--instruction!

Implications for Educators. What have we learned about American education? I will suggest several answers.

First of all, there are obvious, striking, and apparently well-entrenched stereotypes of the public school teacher which it is wise to know about and to plan for. Some of these are flattering (that the teacher is happy and kind and able to do her job). Others are less so (that the teacher avoids doing anything to offend). But stereotypes there are, and anyone entering the profession will have to put up with these along with other job conditions, good and bad.

Secondly, there is much indication of an indefinite extension of teacher role into matters which do not pertain to education. We have good evidence, for instance, to suggest community disapproval of teacher entrance into such settings as night clubs and to approve that teachers be protestants! What these qualities have to do with adequate classroom performance is moot. If teachers are to be constrained by indefinite extension of their role into their personal life, if they are to receive approprium for recreational activities which would be welcomed or forgiven in others, we will have difficulty recruiting or holding our better teachers. Fortunately, there is some evidence of a decline in this indefinite extension of teacher role. In another report (Biddle, Rosencranz, Tomich and Twyman, 9 /) the authors have shown that respondents attribute conservative norms for the teacher to people in general which are not matched by actual norms held by community members nor by teacher behavior. In Volume 3 of this series 5 / it is shown that these conservative norms are matched by attributions to School Officials which are likewise neither veridical nor accurate. It seems likely that conservative norms for public behavior by teachers are a hold-over from an earlier era when teaching took place in small community schools, and that more liberal norms will replace them in time. Certainly our college student respondents held more liberal views of out-of-school teacher behavior.

Exponents of progressive education will be delighted, and their detractors advocating academic excellence appalled, at the degree to which community respondents focused upon teacher-pupil _relationships_ and classroom _control_ in discussing teacher role. With few exceptions (most of which appear in Figure 8.1), community respondents conscientously avoid either mention or alusion to the primary teacher task--_instruction_. Does this oversight represent disinterest in the instructional task, or are respondents so convinced of the excellent academic performance of public school teachers that they worry instead about other matters? Are we seeing here a reflection of the messages of progressive education, or are Americans truly disinterested in instruction _per se_?

Let us hazard an hypothesis. American ideology emphasizes education for all, and all are kept in the stream until they retire voluntarily. Such practices contrast with European patterns in which education is either restricted to the few, or separate educational tracks are provided depending upon ability. Since American classrooms are likely to represent a melting pot of religions, ethnic backgrounds, and ideologies, it is likely that classroom control and fairness by the teacher are bigger problems here than they might be with a more homogeneous pupil population. At the same time, American higher education is more specialized (since a far larger proportion of the population attends college). Americans have come to expect that teachers will possess both a college education and will meet minimum standards of certification set by the state. Thus, it is felt that teachers are a well-trained, professional body (even if they be women) who are competent to instruct. In contrast, Americans of all occupations are not trained for the graces of life--professional training cannot be expected to place emphasis on such frills. Thus, we count upon on-the-job training to teach such skills as social relations and group management, and it is these issues which will most concern respondents when evaluating performance of the new teacher. Finally, there is an abysmal and noisy confusion in American education over what constitutes adequate instruction--and the community is well aware of this uproar.

If the above hypothesis is correct, we should find that respondents in European countries were far more concerned with instruction and less with teacher-pupil relationships and classroom control than their American counterparts.

But beyond these problems, the data presented here are optimistic. For the most part respondents list positive norms for teachers which they also expect and negative norms which they do not expect. Teachers are portrayed as stressing creativity, organization, excitement, and impartiality in the classroom--all of which are desired. They are concerned with emotional support of the pupil, they are not self-indulgent when it comes to matters crucial to school functioning, they neither ignore nor do they overpunish pupil misbehavior, they supervise rather than discipline. If they sin at all it is by all-too-human omission or by manneristic offense which is seen as a subtle distinction. In short, teachers are given here a vote of confidence, a feeling of acceptance for jobs well done. Would that such feed-back could be provided for individual teachers!

It is appropriate to close this Volume on such an optimistic note. Other volumes in this series have stressed problems: role conflict for teachers (Volume 3 /5/), the problems of teacher recruitment (Volume 4 /6/), and the differences between own and atributed cognitions held for teachers (Volume 5 __7_/). There are many fine things in American education, its excellence and pluralisms among others. Most of these data reflect upon the very strengths of American education. If we cannot agree over education goals, procedures, and techniques, it is good to discover that we are in considerable agreement over what constitutes a teacher--and that most of us expect teachers to behave that way.

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APPENDIXES

APPENDIX A

GESTALT BEHAVIORS VOLUNTEERED BY RESPONDENTS

GESTALT CATEGORIES USED IN CODING VOLUNTEERED TEACHER RESPONSES

Answers
Attends
Aware of
Encourages
Concentrates
Demonstrates
Disciplines
Encourages
Enters
Evaluates
Helps
Instructs
Interferes
Keeps busy
Leisure activity
Listens to
Meets
Model (be a)
Moves about
Observes
Officiates
Participates
Polices
Praises
Presence in setting
Reads
Self-control
Sings
Smokes
Studies
Suggests
Supervises
Verbalizes
Works
Courteously
Dignifiedly
Enthusiastically
Firmly
Friendlily
Happily
Pleasantly
Quietly
Well groomed
Friendly Pupils
Interest in Games
Non-task interest (audience participation)
Arranging books on shelves
Aware of games

Aware of meetings
Aware of rules
Cheering the team
Demonstrating how to play games
Directing games
Severe disciplining
Disciplining a pupil
Disciplining pupils (group)
Disciplining unacceptable behavior
Disciplines firmly
Discriminates (has "teacher's pet")
Encourages sportsmanship
Encourages participation
Encourages team
Evaluates assignments
Experiments with tasks (introduces alternatives)
Consumes food and drink
Helps pupils
Helps one who needs assistance
Helps willingly to
Helps with tasks
Instructs tasks
Instructs (teaches) sportsmanlike behavior
Instructs games
Interferes with pupils
Leads (directs) tasks
Leads (directs) pupils
Leisure activity and meetings (participates)
Leisure activity and games (participates)
Listens to meetings
Listens to alertly
Maintains physical condition (refers to surroundings)
Maintains order
Maintains quiet
Maintains (atmosphere) conducive to learning
Meets teachers
Meets parents
Meets pupils
Moves about furniture
Moves about pupils
Moves about (interacts with) teachers
Moves about quietly
Observes pupils
Observes games
Observes meetings
Participates (joins with) pupils

Items Used in Coding Volunteered Teacher Behaviors, continued

Participates in games
Participates as part of an audience
Performs on musical instruments
Plans assignments
Practices (rehearses) task performance
Reads books
Sings (allows pupils to sing)
Starts (to correct) deviancy
Stresses sportsmanship
Stresses health
Supervises task
Supervises pupils
Verbalizes task
Verbalizes quietly
Verbalizes (teacher object of pupil verbalization)
Verbalizes clearly
Verbalizes (teacher object of parent verbalization)
Verbalizes appropriately
Verbalizes frankly
Verbalizes (about games)
Works written matter
Writes personal products
Appears dignifiedly
Appears interested in
Appears (to be a good sport)
Appears (to be a good citizen)
Appears (to be courteous)
Collects money
Reasonably solves problems for pupils
Demonstrates the task to pupils
Directs the task appropriately
Disciplines appropriately pupils
Discriminates (aware of) pupil participation
Encourages participation pupils
Enforces task pupils
Enforces quiet pupils
Enforces health pupils
Consumes (eats with) privately other teachers
Consumes (eats with) privately the pupils
Help tasks (with the problems of) pupils
Helps (encourages pupils to be) autonomous (independent)
Instructs appropriately task
Instructs practically task
Instructs interestingly task
Maintains orderly physical condition
Maintains order pupils
Maintains quiet pupils
Participates energetically meetings
Participates games pupils
Permits (forbids) deviant pupil behavior
Permits choice pupils
Stresses health pupils
Stresses participation pupils
Verbalizes clearly task
Verbalizes (tells) task (what to do to) pupils
Verbalizes (talks) seriously about the task (job)
Appears interested in games
Appears interested in meetings

APPENDIX B

NUMBER AND PERCENTAGE OF RESPONDENTS USING HIGH-USE DIMENSIONAL GESTALT CATEGORIES

	Number of Respondents Using Category	%
Background - Classroom (N = 143)		
I* - Directs	38	29.5
Helps	43	33.2
Maintains	58	45.0
Verbalization	57	44.2
Instructs	54	41.9
Evaluates	27	20.9
II - Privately	27	20.9
Appropriately	26	20.2
Amount of	36	27.9
III - Attempt to	7	5.4
Interested in	15	11.6
Understanding of doing	11	8.5
IV - Assignments, homework, work, tests, papers, pupil productions, book reports (teacher use)	33	25.6
Task, subject matter, knowledge, facts, text, job, principles, information (teacher use)	67	51.9
Task, subject matter, knowledge, facts, text, job, principles, information (pupil use)	29	22.5
Participation, remains, joins in, cooperation, keep busy (pupil use)	22	17.1
Order, discipline, lack of confusion, control (teacher use)	32	24.8
Education, learning, curiosity, interests, understanding, development, growth (teacher use)	24	18.6
V - Sub-group, clique, age group, ability group	14	10.9
Pupils	17	13.2
Pupils, unspecified; all kids, children, students, whole group	105	81.4
Gestalt		
Maintains order	29	22.5
Background - Classroom during a study period (N = 157)		
I - Helps	80	51.0
Maintains	69	43.9
Verbalization	48	30.6
Evaluates	62	39.5
Works	32	20.4
Plans	37	23.6
II - Quietly	39	24.8
Privately	24	15.3
Amount of	31	19.7
III - Attempts to	8	5.1
Interested in	9	5.7

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* Roman Numerals refer to Dimensions - see Chapter VI.

	Number of Respondents Using Category	%
IV - Assignments, homework, work, tests, papers, pupil productions, book reports	57	36.3
Task, subject matter, knowledge, facts, text, job, principles, information	30	19.1
Quiet, silence	29	18.5
Order, discipline, lack of confusion, control	31	19.7
Written matter, lesson plans, agenda, lists, file records, reports, grade cards, roll	47	29.9
V - Pupils	23	14.6
Pupils, unspecified; all kids, children, students, whole group	115	73.2
Gestalt		
Helps one who needs assistance	22	14.0
Works written matter	19	12.1
Plans assignments	24	15.3
Evaluates assignments	55	35.0
Moves about	21	13.4
Maintains quiet pupils	22	14.0
Maintains order	28	17.8
Maintains quiet	16	10.2
Helps pupils	16	10.2
Quietly	16	10.2
Background -- Classroom during a reading period (N = 213)		
I - Directs	47/9	23.0
Helps	88	41.3
Maintains	61	28.6
Evaluates	51	23.9
II - Privately	49	23.0
Appropriately	37	17.4
III - Attempts to	15	7.0
Interested in	21	9.9
IV - Task, subject matter, knowledge, facts, text, job, principles, information (Teacher use)	91	42.7
Task, subject matter, knowledge, facts, text, job, principles, information (Pupil use)	94	44.1
Participation, remains, joins in, cooperation, keep busy	36	16.9
V - Sub-group, clique, age group, ability group	23	10.8
Pupils	37	17.4
Pupils, unspecified; all kids, children, students, whole group	141	66.2
Gestalt		
Evaluates assignments	22	10.3
Maintains order	25	11.7
Moves about	24	11.3

	Number of Respondents Using Category	%
Background - Classroom during a test (N = 145)		
I - Helps	30	20.7
Maintains	53	36.6
Observes	43	29.7
Evaluates	37	25.5
Answers	32	22.1
Moves about	48	33.1
II - Quietly	40	27.6
Appropriately	36	24.8
III - None		
IV - Assignments, homework, work, tests, papers, pupil productions, book reports (teacher use)	28	19.3
Task, subject matter, knowledge, facts, text, job, principles, information (teacher use)	49	33.8
Task, subject matter, knowledge, facts, text, job, principles, information (pupil use)	38	26.2
Order, discipline, lack of confusion, control (teacher use)	22	15.2
Written matter, lesson plans, agenda, lists, file records, reports, grade cards, roll (teacher use)	22	15.2
Illicit (deviancy) (teacher use)	25	17.2
Sportsmanship, fair play, tolerance (teacher use)	22	15.2
V - Pupils	20	13.8
Pupils, unspecified; all kids, children, students, whole group	93	64.1
Gestalt		
Quietly	22	15.2
Evaluates assignments	26	17.9
Moves about	32	22.1
Background - Classroom during an art period (N = 113)		
I - Directs	25	22.1
Helps	58	51.3
Verbalization	34	30.1
Permits	27	23.9
Instructs	23	20.4
Encourages	25	22.1
Demonstrates	28	24.8
II - Privately	22	19.5
Appropriately	26	23.0
Amount of	32	28.3
III - Attempt to	8	7.1
Interested in	10	8.8
Understanding of doing	7	6.2
Able to do	6	5.3
IV - Autonomy, initiates, chooses, suggests, leads (pupil use)	26	23.0
Task, subject matter, knowledge, facts, text, job, principles, information (teacher use)	55	48.7
Task, subject matter, knowledge, facts, text, job, principles, information (pupil use)	52	46.0

	Number of Respondents Using Category	%
Achievement, solves problems, attempts, practices, problems, efforts, errors, mistake, progress (pupil use)	24	21.2
Achievement, solves problems, attempts, practices, problems, efforts, errors, mistake, progress (teacher use)	21	18.6
Materials, equipment, "something", supplies (teacher use)	19	16.8
V - Pupils	28	24.8
Pupils, unspecified; all kids, children, students, whole group	86	76.1
Gestalt		
Helps pupils	13	11.5
Helps	12	10.6
Background - Classroom during an arithmetic period (N = 114)		
I - Directs	31	27.2
Helps	55	48.2
Verbalization	71	62.3
Stresses	26	22.8
Instructs	48	42.1
Assigns	20	26.3
II - Privately	36	31.6
Appropriately	32	28.1
Amount of	22	19.3
Clearly	18	15.8
III - Attempt to	10	8.8
Interested in	8	7.0
Understanding of doing	8	7.0
IV - Assignments, homework, work, tests, papers, pupil productions, book reports (teacher use)	36	31.6
Task, subject matter, knowledge, facts, text, job, principles, information (pupil use)	79	69.3
Task, subject matter, knowledge, facts, text, job, principles, information (teacher use)	42	36.8
Achievement, solves problems, attempts, practices, problems, efforts, errors, mistake, progress (pupil use)	22	19.3
Blackboard, bulletin board (teacher use)	18	15.8
Education, learning, curiosity, interests, understanding, development, growth (pupil use)	21	18.4
V - One who needs assistance	22	19.3
Pupils	21	18.4
Pupils, unspecified; all kids, children, students, whole group	89	78.1
Gestalt		
Evaluates assignments	17	14.9
Verbalizes task	17	14.9
Verbalizes	13	11.4

	Number of Respondents Using Category	%
Background - Classroom during a recitation period (N = 126)		
I - Listens to	41	32.5
Directs	34	27.0
Helps	28	22.2
Maintains	38	30.2
Encourages	31	24.6
Discriminates	26	20.6
II - Privately	20	15.9
Appropriately	25	19.8
Amount of	29	23.0
Democratically	19	15.1
III - Attempt to	12	9.5
Interested in	20	15.9
IV - Task, subject matter, knowledge, facts, text, job, principles, information (teacher use)	27	21.4
Task, subject matter, knowledge, facts, text, job, principles, information (pupil use)	29	23.0
Achievement, solves problems, attempts, practices, problems, efforts, errors, mistake, progress (pupil use)	19	15.1
Participation, remains, joins in, cooperation, keep busy (pupil use)	50	39.7
V - Pupils	29	23.0
Pupils, unspecified; all kids, children, students, whole group	87	69.0
Gestalt		
None		
Background - Classroom during a music period (N = 124)		
I - Helps	29	23.4
Maintains	26	21.0
Stresses	28	22.6
Instructs	51	41.1
Encourages	28	22.6
Sings	27	21.8
II - Privately	21	16.9
Amount of	22	17.7
III - Attempt to	14	11.3
Interested in	12	9.7
Understanding of doing	7	5.6
Able to do	9	7.3
IV - Task, subject matter, knowledge, facts, text, job, principles, information (teacher use)	76	61.3
Task, subject matter, knowledge, facts, text, job, principles, information (pupil use)	40	32.3
Participation, remains, joins in, cooperation, keep busy (pupil use)	30	24.2
V - Pupils, unspecified; all kids, children, students, whole group	83	66.9

	Number of Respondents Using Category	%
Gestalt		
Maintains order	13	10.5
Instructs tasks	23	18.5
Sings pupils	15	12.1
Background - Classroom when pupils talk when they shouldn't (N = 105)		
I - Permits	25	23.8
Discriminates	24	22.9
Bring	27	25.7
Disciplines	78	74.3
Enforces	29	27.6
Self control	24	22.9
II - Fairly	17	16.2
Firmly	30	28.6
Privately	24	22.9
Appropriately	29	27.6
Amount of	26	24.8
III - Attempt to	14	13.3
IV - Task, subject matter, knowledge, facts, text, job, principles, information (pupil use)	16	15.2
Quiet, silence (pupil use)	37	35.2
Illicit (deviancy) (teacher use)	34	32.4
Illicit (deviancy) (pupil use)	23	21.9
V - Pupils	30	28.6
Pupils, unspecified; all kids, children, students, whole group	72	68.6
Deviants (in general)	28	26.7
Gestalt		
Self-control	16	15.2
Background - Classroom during a spelling lesson (N = 157)		
I - Directs	50	31.8
Helps	50	31.8
Maintains	33	21.0
Verbalization	87	55.4
Instructs	65	41.4
Practices	32	20.4
II - Approximately	47	29.9
Clearly	49	31.2
Practically	37	23.6
III - Interested in	10	6.4
Voice quality	9	5.7
IV - Task, subject matter, knowledge, facts, text, job, principles, information (teacher use)	110	70.1
Task, subject matter, knowledge, facts, text, job, principles, information (pupil use)	49	31.2
V - Pupils	18	11.5
Pupils, unspecified; all kids, children, students, whole group	94	59.9
Gestalt		
Verbalizes task	25	15.9
Instructs tasks	17	10.8
Practices task	25	15.9
Verbalizes clearly	22	14.0
Verbalizes clearly task	30	19.1

	Number of Respondents Using Category	%
Background - Classroom during a period of quiet games (N = 157)		
I - Directs	28	20.3
Maintains	47	34.1
Participates	56	40.6
Permits	29	21.0
II - None		
III - Attempt to	9	6.5
Interested in	22	15.9
IV - Participation, remains, joins in, cooperation, keep busy (pupil use)	26	18.8
Participative non-task; games, fun, play, sports, eating (teacher use)	74	53.6
Participative non-task; games, fun, play, sports, eating (pupil use)	26	18.8
V - Pupils, unspecified; all kids, children, students, whole group	84	60.9
Gestalt		
Evaluates assignments	14	10.1
Maintains order	16	11.6
Maintains quiet	16	11.6
Participates	15	10.9
Participates games	26	18.8

	Number of Respondents Using Category	%
Background - Classroom during a singing lesson (N = 144)		
I - Directs	29	20.1
Helps	38	26.4
Stresses	29	20.1
Instructs	50	34.7
Sings	55	38.2
II - Privately	31	21.5
III - Attempt to	15	10.4
Interested in	19	13.2
Understanding of doing	8	5.6
Able to do	9	6.2
IV - Task, subject matter, knowledge, facts, text, job, principles, information (teacher use)	72	50.0
Task, subject matter, knowledge, facts, text, job, principles, information (pupil use)	54	37.5
V - Pupils	17	11.8
Pupils, unspecified; all kids, children, students, whole group	113	78.5
Gestalt		
Sings pupils	25	17.4
Sings	17	11.8

	Number of Respondents Using Category	%
Background - Library (N = 153)		
I - Helps	67	43.8
Maintains	70	45.8
Verbalization	32	20.9
Reads	34	22.2
II - Good	32	20.9
Quietly	29	19.0
Appropriately	27	17.6
III - Willing to	8	5.2
Attempt to	9	5.9
Interested in	10	6.5
Understanding of doing	11	7.2
IV - Books, novels, magazines, articles, pictures, shelves (teacher use)	41	26.8
Quiet, silence (teacher use)	30	19.6
Autonomy, initiates, chooses, suggests, leads (pupil use)	48	31.4
Task, subject matter, knowledge, facts, text, job, principles, information (pupil use)	35	22.9
Quiet, silence (pupil use)	32	20.9
Order, discipline, lack of confusion, control (teacher use)	25	16.3
V - Pupils	21	13.7
Pupils, unspecified; all kids, children, students, whole group	106	69.3
Gestalt		
Maintains quiet pupils	17	11.1
Maintains order	21	13.7
Maintains quiet	27	17.6
Helps autonomy pupils	22	14.4
Background - Library during a reading period (N = 122)		
I - Helps	70	57.4
Maintains	47	38.5
Verbalization	38	31.1
Reads	35	28.7
II - Quietly	41	33.6
III - Interested in	12	9.8
IV - Quiet, silence (teacher use)	21	17.2
Autonomy, initiates, chooses, suggests, leads (pupil use)	39	32.0
Task, subject matter, knowledge, facts, text, job, principles, information (teacher use)	24	19.7
Task, subject matter, knowledge, facts, text, job, principles, information (pupil use)	20	24.6
Quiet, silence (pupil use)	20	16.4
Order, discipline, lack of confusion, control (teacher use)	31	25.4
Written matter, lesson plans, agenda, lists, file records, reports, grade cards, roll (teacher use)	25	20.5

	Number of Respondents Using Category	%
V - Pupils	18	14.8
Pupils, unspecified; all kids, children, students, whole group	80	65.6
Gestalt		
Quietly	20	16.4
Moves about	13	10.7
Maintains quiet pupils	15	12.3
Maintains order	29	23.8
Maintains quiet	18	14.8
Helps autonomy pupils	16	13.1
Helps pupils	13	10.7
Reads	21	17.2
Background - Library while people check out books and magazines (N = 125)		
I - Helps	67	53.6
Maintains	50	40.0
Verbalization	28	22.4
II - Good	24	19.2
Quietly	20	16.0
III - Attempt to	10	8.0
Interested in	11	8.8
IV - Books, novels, magazines, articles, pictures, shelves (teacher use)	45	36.0
Quiet, silence (teacher use)	21	16.8
Autonomy, initiates, chooses, suggests, leads (pupil use)	55	44.0
Order, discipline, lack of confusion, control (teacher use)	23	18.4
Books, novels, magazines, articles, pictures, shelves (pupil use)	24	19.2
V - Pupils	28	22.4
Pupils, unspecified; all kids, children, students, whole group	72	57.6
Gestalt		
Helps autonomy pupils	27	21.6
Maintains quiet	14	11.2
Maintains order	18	15.4
Background - Library when people are doing research (N = 117)		
I - Helps	67	57.3
Maintains	51	43.6
Verbalization	35	29.9
II - Good	25	21.4
Quietly	34	29.1
Amount of	21	17.9
III - Willing to	11	9.4
Attempt to	6	5.1
Interested in	18	15.4

	Number of Respondents Using Category	%
Gestalt		
Maintains order	18	13.8
Directs games	13	10.0
Participates	14	10.8
Participates games	23	17.7
Presence in setting	22	16.9
Supervises task	13	10.0
Supervises	17	13.1
Participates pupils	14	10.8
Background - Halls (N = 114)		
I - Maintains	55	48.2
Verbalization	40	35.1
Permits	32	28.1
Meet	27	23.7
Answers	29	25.4
II - Firmly	19	16.7
Quietly	19	16.7
Amount of	21	18.4
III - Attempt to	8	7.0
Interested in	6	5.3
IV - Quiet, silence (pupil use)	21	18.4
Order, discipline, lack of confusion, control (teacher use)	29	25.4
Illicit (deviancy) (teacher use)	20	17.5
Illicit (deviancy) (pupil use)	18	15.8
Order, discipline, lack of confusion, control (pupil use)	20	17.5
V - Pupils, unspecified; all kids, children, students, whole group	81	71.1
Teachers, unspecified	29	25.4
Gestalt		
Moves about	12	10.5
Maintains quiet pupils	12	10.5
Maintains order	23	20.2
Maintains order pupils	14	12.3
Background - Cafeteria (N = 151)		
I - Maintains	66	43.7
Verbalization	44	29.1
Permits	36	23.8
Stresses	33	21.9
Food and drink consumption	71	47.0
II - Privately	28	18.5
Courteously	31	20.5
III - None		
IV - Quiet, silence (pupil use)	28	18.5
Order, discipline, lack of confusion, control (teacher use)	35	23.2

	Number of Respondents Using Category	%
V - Pupils, unspecified; all kids, children, students, whole group	113	74.8
Teachers, unspecified	31	20.5
Gestalt		
Maintains quiet pupils	17	11.3
Maintains order	31	20.5
Background - Cafeteria while people are eating (N = 117)		
I - Helps	24	20.5
Maintains	58	49.6
Verbalization	29	24.8
Stresses	25	21.4
Food and drink consumption	43	36.8
II - Quietly	18	15.4
Privately	19	16.2
Appropriately	18	15.4
Courteously	18	15.4
III - Attempt to	13	11.1
IV - Quiet, silence (pupil use)	20	17.1
Order, discipline, lack of confusion, control (teacher use)	30	25.6
Health, good habits in general, injuries (pupil use)	35	29.9
V - Pupils	12	10.3
Pupils, unspecified; all kids, children, students, whole group	90	76.9
Teachers, unspecified	20	17.1
Gestalt		
Maintains quiet pupils	13	11.1
Maintains order	26	22.2
Background - Auditorium (N = 117)		
I - Maintains	48	41.0
Verbalization	37	31.6
Observe	31	26.5
Appears to be	30	26.3
Moves about	26	22.2
Aware of	25	21.4
II - Quietly	20	17.1
Amount of	19	16.2
III - Attempt to	6	5.1
Interested in	17	14.5
IV - Quiet, silence (pupil use)	20	17.1
Order, discipline, lack of confusion, control (teacher use)	23	19.7
Audiential non-task, meetings, programs, conferences, parade, concert, band performances (teacher use)	38	32.5
V - Teacher's own group - home room group	14	12.0
Pupils, unspecified; all kids, children, students, whole group	81	69.2
Teachers, unspecified	19	16.2
Adults, unspecified; "people" - ex-students	14	12.0

	Number of Respondents Using Category	%
Gestalt		
Maintains quiet pupils	13	11.1
Maintains order	19	16.2
Observes meetings	14	12.0
Background - Auditorium during a play (N = 130)		
I - Maintains	50	38.5
Verbalization	41	36.2
Observe	36	27.7
Appears to be	29	22.3
Aware of	26	20.0
Leisure activity	36	27.7
II - Quietly	26	20.0
Appropriately	20	15.4
III - Attempt to	8	6.2
Interested in	33	25.4
Fearful	9	6.9
IV - Participation, remains, joins in, cooperation, keep busy (pupil use)	18	15.3
Quiet, silence (pupil use)	23	17.7
Order, discipline, lack of confusion, control (teacher use)	23	17.7
Audiential non-task, meetings, programs, conferences, parade, concert, band performance (teacher use)	61	46.9
V - Teacher's own group - home room group	28	21.5
Pupils, unspecified; all kids, children, students, whole group	63	48.5
Teachers, unspecified	20	15.4
Adults, unspecified; "people"- ex-students	23	17.7
A participant	28	21.5
Gestalt		
Maintains quiet pupils	15	11.5
Maintains order	17	13.1
Appears interested in	14	10.8
Aware of	13	10.0
Leisure activities and meetings	23	17.7
Background - Auditorium during an assembly (N = 118)		
I - Participates	24	20.3
Verbalization	28	23.7
Observe	54	45.8
Moves about	27	22.9
II - None		
III - Attempt to	8	6.8
Interested in	28	23.7
IV - Order, discipline, lack of confusion, control (teacher use)	29	24.6
Audiential non-task, meetings, programs, conferences, parade, concert, band performance (teacher use)	50	42.4

	Number of Respondents Using Category	%
V - Teacher's own group - home woom group	20	16.9
Pupils, unspecified; all kids, children, students, whole group	73	61.9
Teachers, unspecified	14	11.9
Gestalt		
Moves about	12	10.2
Maintains order	26	22.0
Maintains order pupils	12	10.2
Background - Auditorium during a PTA meeting (N = 140)		
I - Listens to	38	27.1
Participates	48	34.3
Verbalization	75	53.6
Meet	40	28.6
II - None		
III - Attempt to	9	6.4
Interested in	29	20.7
IV - Audiential non-task, meetings, programs, conferences, parade, concert, band performance (teacher use)	58	41.4
V - Pupils, unspecified; all kids, children, students, whole group (groups of persons)	20	14.3
Pupils, unspecified; all kids, children, students, whole group (single person)	64	45.7
Gestalt		
Participates	18	12.9
Meets parents	28	20.0
Participates non-task	24	17.1
Background - Laboratory (N = 140)		
I - Directs	31	22.1
Helps	35	25.0
Verbalization	32	22.9
Permits	28	20.0
Instructs	40	28.6
Assigns	28	20.0
II - None		
III - Interested in	12	8.6
Understanding of doing	9	6.4
IV - Autonomy, initiates, chooses, suggests, leads (pupil use)	21	15.0
Task, subject matter, knowledge, facts, text, job, principles, information (teacher use)	67	47.9
Task, subject matter, knowledge, facts, text, job, principles, information (pupil use)	32	25.0
Materials, equipment, "something", supplies (pupil use)	22	15.7
V - Pupils, unspecified; all kids, children, students, whole group	79	56.4
Gestalt		
None		

	Number of Respondents Using Category	%
Background - Laboratory while people do experiments (N = 145)		
I - Helps	68	48.9
Verbalization	48	33.1
Observe	36	24.8
Stresses	32	22.1
Supervises	32	22.1
II - Appropriately	26	17.9
Amount of	23	15.9
III - Interested in	14	9.7
Understanding of doing	8	5.5
IV - Task, subject matter, knowledge, facts, text, job, principles, information (teacher use)	69	47.6
Task, subject matter, knowledge, facts, text, job, principles, information (pupil use)	46	31.7
Material, equipment, "something", supplies (teacher use)	22	15.2
V - One who needs assistance	15	10.3
Pupils, unspecified; all kids, children, students, whole group	89	61.4
Gestalt		
Helps	17	11.7
Background - Gym (N = 143)		
I - Directs	39	27.3
Maintains	27	20.3
Participates	36	25.2
Permits	29	20.3
Stresses	27	20.3
Instructs	52	36.4
II - Appropriately	32	22.4
Amount of	27	18.9
III - Attempt to	10	7.0
Interested in	11	7.7
IV - Participative non-task; games, fun, play, sports, eating (teacher use)	72	50.3
Participative non-task; games, fun, play, sports, eating (pupil use)	39	27.3
V - Pupils	17	11.9
Pupils, unspecified; all kids, children, students, whole group	103	72.0
Gestalt		
Directs games	15	10.5
Background - Gym during a basketball game (N = 125)		
I - Verbalization	25	20.0
Observe	37	29.6
Appears to be	43	34.4
Cheers	26	20.8
Leisure activity	33	26.4

	Number of Respondents Using Category	%
II - None		
III - Interested in	40	32.0
IV - Sportsmanship, fair play, tolerance (teacher use)	26	20.8
Participative non-task; game, fun, play, sports eating (teacher use)	63	50.4
V - Pupils, unspecified; all kids, children, students, whole group	50	40.0
Adults, unspecified; "people" - ex-students	19	15.2
A participant	14	11.2
Team	35	28.0
Gestalt		
Appears interested in	13	10.4
Observes games	17	13.6
Leisure activity and games	23	18.4
Appears sportsmanship	16	12.8
Cheers team	13	10.4
Background - Gym during a calisthenics period (N = 151)		
I - Directs	54	35.8
Helps	32	21.2
Participates	40	26.5
Permits	33	21.9
Stresses	38	25.2
Instructs	37	24.5
II - Privately	23	15.2
Appropriately	42	27.8
Amount of	26	17.2
III - Interested in	10	6.6
Understanding of doing	8	5.3
IV - Autonomy, initiates, chooses, suggests, leads (pupil use)	23	15.2
Participation, remains, joins in, cooperation, keep busy (pupil use)	27	19.2
Participative non-task; games, fun, play, sports, eating (pupil use)	42	27.8
V - Pupils	23	15.2
Pupils, unspecified; all kids, children, students, whole group	110	72.8
Gestalt		
Stresses participation pupils	16	10.6
Background - Athletic fields (N = 124)		
I - Supervises	27	21.8
Observes	27	29.8
Instructs	26	21.0
Appears to be	32	25.8
II - None		
III - Interested in	20	16.1
IV - Sportsmanship, fair play, tolerance((teacher use)	35	28.2
Participative non-task; games, fun, play, sports, eating (teacher use)	62	50.0
Participative non-task; games, fun, play, sports, eating (pupil use)	28	22.6

	Number of Respondents Using Category	%
V - Pupils, unspecified; all kids, children, students, whole group	70	56.5
Team	13	10.5
Gestalt		
Appears sportsmanship	15	12.1
Background - Athletic fields during a football game (N = 143)		
I - Observe	42	29.4
Appears to be	47	32.9
Cheers	40	28.0
Leisure activity	31	21.7
II - None		
III - Attempt to	10	7.0
Interested in	27	18.9
IV - Sportsmanship, fair play, tolerance (teacher use)	28	19.6
Participative non-task; games, fun, play, sports, eating (teacher use)	64	44.8
V - Pupils, unspecified; all kids, children, students, whole group	66	46.2
Adults, unspecified; "people" - ex-students	20	14.0
A participant	18	12.6
Team	41	28.7
Gestalt		
Leisure activity and games	21	14.7
Appears sportsmanship	18	12.6
Cheers team	23	16.1
Background - Athletic fields during a track meet (N = 129)		
I - Maintains	26	20.2
Observes	31	24.0
Appears to be	29	20.9
Cheers	20	15.5
II - None		
III - Interested in	35	27.1
IV - Sportsmanship, fair play, tolerance (teacher use)	25	19.4
Participative non-task; games, fun, play, sports, eating (teacher use)	57	44.2
V - Pupils, unspecified; all kids, children, students, whole group	56	43.4
Adults, unspecified; "people" - ex-students	19	14.7
A participant	24	18.6
Team	19	14.7
Gestalt		
Leisure activity and games	14	10.9
Interested in	14	10.9

	Number of Respondents Using Category	%
Background - Athletic fields during a baseball game (N = 116)		
I - Verbalization	36	31.0
Appears to be	41	35.3
II - None		
III - Attempt to	6	5.2
Interested in	36	31.0
IV - Sportsmanship, fair play, tolerance (teacher use)	40	34.5
Participative non-task; games, fun, play, sports, eating (teacher use)	59	50.9
V - Pupils, unspecified; all kids, children, students, whole group	57	49.1
Team	25	21.6
Gestalt		
Participates	12	10.3
Observes games	13	11.2
Leisure activity and games	13	11.2
Appears sportsmanship	23	19.8
Background - Athletic fields during band parade or concert (N = 147)		
I - Maintains	31	21.1
Verbalization	32	21.8
Observe	34	23.1
II - None		
III - Interested in	30	20.4
IV - Audiential non-task, meetings, programs, conferences, parade, concert, band performance (teacher use)	41	27.9
V - Pupils, unspecified; all kids, children, students, whole group	66	44.9
Adults, unspecified; "people" - ex-students	18	12.2
A participant	30	20.4
Gestalt		
None		
Background - Grounds and walks around public school building (N = 129)		
I - Verbalization	44	34.1
Observe	36	27.9
Supervises	31	24.0
Aware of	27	20.9
Maintains	38	29.5
II - Friendly	22	17.1
III - Interested in	15	11.6
IV - Illicit (deviancy) (pupil use)	28	21.7
Participative non-task; games, fun, play, sports, eating (teacher use)	27	20.9
V - Pupils, unspecified; all kids, children, students, whole group	95	73.6
Teachers, unspecified	20	15.5
Adults, unspecified, "people" - ex-students	14	10.9
Gestalt		
Smokes	16	12.4
Permits deviancy pupils	13	10.1

	Number of Respondents Using Category	%
Background - Study period (N = 99)		
I - Helps	61	61.6
Participates	48	48.5
Reads	31	31.3
Evaluates	42	42.4
Works	24	24.2
Plans	30	30.3
Moves about	30	30.3
Verbalization	40	40.4
II - Quietly	27	27.3
Amount of	20	20.2
III - Willing to	7	7.1
Attempt to	7	7.1
Interested in	11	11.1
IV - Assignments, homework, work, tests, papers, pupil productions, book reports (teacher use)	39	39.4
Task, subject matter, knowledge, facts, text, job, principles, information (teacher use)	23	23.2
Task, subject matter, knowledge, facts, text, job, principles, information (pupil use)	21	21.2
Quiet, silence	17	17.2
Order, discipline, lack of confusion, control (teacher use)	23	23.2
Written matter, lesson plans, agenda, lists, file records, reports, grade cards, roll (teacher use)	37	37.4
V - One who needs assistance	18	18.2
Pupils	12	12.1
Pupils, unspecified; all kids, children, students, whole group	70	70.7
Teachers, unspecified	11	11.1
Gestalt		
Helps one who needs assistance	14	14.2
Works written matter	15	15.2
Plans assignments	21	21.1
Quietly	11	11.1
Evaluates assignments	37	37.4
Moves about	16	16.2
Maintains quiet pupils	12	12.1
Maintains order	20	20.2
Helps pupils	17	17.2
Reads	16	16.2
Background - Reading period (N = 100)		
I - Directs	27	27.0
Maintains	27	27.0
Verbalization	38	38.0
Stresses	24	24.0
Instructs	22	22.0
Reads	22	22.0
Evaluates	24	24.0

	Number of Respondents Using Category	%
II - Quietly	22	22.0
Privately	20	20.0
Appropriately	26	26.0
III - Attempt to	9	9.0
Interested in	9	9.0
IV - Assignments, homework, work, tests, papers, pupil productions, book reports (teacher use)	20	20.0
Task, subject matter, knowledge, facts, text, job, principles, information (pupil use)	40	40.0
Task, subject matter, knowledge, facts, text, job, principles, information (teacher use)	37	37.0
Participation, remains, joins in, cooperation, keep busy (pupil use)	20	20.0
Written matter, lesson plans, agenda, lists, file records, reports, grade cards, roll (teacher use)	15	15.0
V - Pupils	25	25.0
Pupils, unspecified; all kids, children, students, whole group	71	71.0
Gestalt		
Evaluates assignments	15	15.0
Moves about	10	10.0
Maintains order	11	11.0
Helps	10	10.0
Stresses participation pupils	11	11.0
Helps tasks pupils	10	10.0
Background - Period of organized games (N = 148)		
I - Directs	46	31.1
Participates	55	37.2
Observes	38	25.7
Permits	34	23.0
Stresses	45	30.4
Supervises	40	27.0
Encourages	30	20.3
II - Fairly	24	16.2
III - Attempt to	13	8.8
Interested in	23	15.5
IV - Participation, remains, joins in, cooperation, keep busy (pupil use)	40	27.0
Sportsmanship, fair play, tolerance (teacher use)	31	20.9
Participative non-task; games, fun, play, sports, eating (teacher use)	88	59.5
Participative non-task; games, fun, play, sports, eating (pupil use))	37	25.0
V - Pupils	17	11.5
Pupils, unspecified; all kids, children, students, whole group	99	66.9

	Number of Respondents Using Category	%
Gestalt		
Directs games	16	10.8
Participates	19	12.8
Presence in setting	19	12.8
Participates games	27	18.2
Observes	15	10.1
Stresses participation pupils	17	11.5
Background - Recess period (N = 121)		
I - Listens to	33	27.3
Directs	26	21.5
Presence in setting	30	24.8
Participates	42	34.7
Verbalization	26	21.5
Observes	25	20.7
Supervises	47	38.8
Permits	30	24.8
II - None		
III - Interested in	9	7.4
IV - Assignments, homework, work, tests, papers, pupil productions, book reports (teacher use)	19	15.7
Illicit (deviancy) (pupil use)	35	28.9
Participative non-task; games, fun, play, sports, eating (teacher use)	67	55.4
V - Pupils, unspecified; all kids, children, students, whole group	83	68.6
Teachers, unspecified	24	19.8
Gestalt		
Evaluates assignments	16	13.2
Participates games	20	16.5
Presence in setting	15	12.4
Supervises task	17	14.0
Supervises	14	11.6
Leisure activity	24	19.8
Background - In the public school (N = 110)		
I - Verbalization	28	25.5
Instructs	24	21.8
Aware of	27	20.9
Leisure activity	38	34.5
II - Diligently	17	15.5
Appropriately	25	22.7
Amount of	27	24.5
Practically	23	20.9
Friendly	19	17.3
III - Willing to	7	6.4
Attempt to	16	14.5
Interested in	19	17.3
Understanding of doing	9	8.2
Able to do	6	5.5

	Number of Respondents Using Category	%
IV - Task, subject matter, knowledge, facts, text, job, principles, information (teacher use)	33	30.0
V - Pupils	14	12.7
Pupils, unspecified; all kids, children, students, whole group	75	68.2
Teachers, unspecified	11	10.0
Quiet, silence (pupil use)	18	16.4
Gestalt		
Friendly	11	10.0